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ABSTRACT

This activity kit was designed for parents to use with their preschool children and focuses on the development of skills through play. Sixty activities are described. Descriptions are accompanied by a photograph, a list of materials needed, directions, the purpose of the activity, and a statement of what the child will learn from it. Many of the activities are games. Included are cooking and gardening activities, number games, guessing games, sewing activities, talking activities, water activities, and more. Safety tips are provided at the beginning of the book. Both English and Inuktitut versions are available. (GLR)

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Pre-School Child Activities

ED 288390

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Pre-School Child Activities

Programs and Evaluation Branch
Department of Education
Northwest Territories 1982

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Foreword

This activity kit has been designed for parents to use with their pre-school children. The focus is on the development of skills through play.

The kit may also prove a valuable resource for professionals working with pre-school children..

Programs and Evaluation Branch
Deparment of Education
Northwest Territories

Acknowledgement

The Pre-School Activity Kit is the result of three months developmental work by Nancy Payeur. It is with appreciation that we acknowledge the effort she has put into this publication.

A Word About Safety

In the development of the Pre-School Child Activity Kit every effort has been made to design activities for the various age-groups which will provide learning experiences through play. Safety precautions and the use of non-hazardous materials have been a guiding principle. The parent-user of this kit, however, will still need to exercise judgment when carrying out some of the activities. The following are some safety guidelines to consider:

1. Active supervision of activities which involve the use of sharp instruments or heat;

2. Choosing activities that are best suited to the age/stage of your child;

3. Choosing objects of appropriate size for very young children - i.e. to prevent swallowing or placing in nose or ears;

4. Make "putting-away" a part of the play time to avoid falls and accidents.

For more specific safety pointers see Card No. 42.

Index

1. Balancing Beams
2. Ball Games
3. Bead Stringing
4. Building Blocks
5. Button Board
6. Clipping Games
7. Collage Capers
8. Colour Games
9. Cooking Fun
10. Cooking - Fruity Jello Salad
11. Cornstarch Clay Recipe
12. Cuddle Card
13. Day-By-Day Story
14. Dot Game
15. Dress-Up Fun
16. Finger Game
17. Fingerpainting Fun
18. Fun Box
19. Fun With Felt
20. Garden In A Pot
21. Grab-Bag Game
22. Grasping
23. Grocery Store Game
24. Guessing Games
25. Letter And Number Game
26. Make A Mobile
27. Mirror Game
28. Numbering Cans
29. Number Game
30. Odds and Ends
31. Outline Game
32. Paper Bag Masks
33. Paper Fun
34. Paste Recipe
35. Peek-A-Boo Game
36. Playdough Recipe
37. Pretend Places
38. Pretzel Game
39. Puzzle To Make
40. Robot Game
41. Rubbings
42. Safety Pointers For Parents
43. Self-Portrait
44. Sewing Cards
45. Shadows
46. Shoe Box Toys
47. Spool Toy
48. Song To Sing - Two Little Ptarmigan
49. Stack-'Em-Up Toys
50. Stand Up, Sit Down Game
51. Stocking Puppet
52. Storytime
53. String Art
54. Talking
55. Television
56. Through-The-Hole Toy
57. Turtle Tag
58. Tying Toy
59. Water Fun
60. Zipper Board

1. BALANCING BEAMS

You Need:

A couple of planks of wood, without nails sticking out

This activity could also be done along a narrow strip of carpet or a row of books placed end-to-end.

You Do:

1. Put the planks on the floor or ground.
2. Show the kids how to walk on them, using your arms to help with balance.
3. The kids can walk on one board at a time, or one can be put across another.

This activity will help kids develop a sense of balance. As they get older, narrower boards can be used

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2. BALL GAMES

You Need:

A rubber ball

Babies like to play with balls. They will have even more fun if you play with them.

You Do:

1. Sit down with your legs open on the floor to form boundaries for the ball. Your child can sit the same way.
2. Then gently roll the ball to the child.
3. Praise your child if he gets the ball in hand right away.

This rolling game will help your child learn to follow the ball's path with his eyes and will help him learn to catch it with his hands. As the child gets older, you can toss the ball, bouncing it between you. Later, you can play "catch".

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3. BEAD STRINGING

You Need:

Some large wooden beads or some buttons
A piece of string or a shoelace with a knot in one end

You Do:

1. Show the child how to put the unknotted end of the string through the hole in each bead. Let the child try it.
2. Some of the beads may not fit onto the string; their holes may be too small. The child should put these in a separate pile after trying them. (Older children will be able to string beads on a piece of thread with a needle).
3. As the child strings the beads, you could count the beads with him. Or you could talk about the color and the shape of each bead.
4. When the child has strung enough beads for a bracelet or a necklace, help him tie a knot in the string and cut off the extra string for the child.

From this activity, the child will learn to notice shapes and colours. He will learn something about numbers if you count the beads with him. Also, he will be able to wear something he has made himself.

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4. BUILDING BLOCKS

You Need:

Cardboard milk and juice cartons

This is something a parent can make for their child to play with.

You Do:

1. Cut off and tape down the top of the cartons so they lie flat.
2. Or, if you have two cartons of the same size, fit the two cartons together. Then tape them shut.
3. You could cover them with foil, or paper, or material scraps.
4. If you have pieces of scrap wood, you could make wooden blocks, which last much longer than the cardboard kind. You could make several different sizes - 2, 3 or 4 inches. These could be left plain, or painted with non-poisonous paint.

Playing with blocks is fun for kids because there are so many different ways to pile them and different things to make from them.

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5. BUTTON BOARD

You Need:

An old shirt or pyjama top or other clothing with buttons and button holes stretched and glued onto a piece of cardboard or a piece of scrap wood. If you don't have any old clothing with buttons and buttonholes, you can make your own button board.

This is something a parent can make for a child to play with.

You Do:

1. Sew some buttons in a row on a piece of cloth.
2. Stretch or glue the cloth onto a stiff piece of cardboard or scrap piece of wood.
3. Take another piece of cloth and trace out buttonholes with a pen or pencil on it.
4. Cut the size of holes in the cloth needed to fit the buttons by following the markings you just made.
5. This activity would be even more fun to do if the buttons formed the shape of a face and if the piece of cloth you button on top had an ear, some hair and even eyelashes drawn on it!
6. Show the child how to button and unbutton one piece of cloth onto another. Let him practice on his own.

This activity will help the child learn how to button and unbutton by himself.

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6. CLIPPING GAMES

You Need:

Old magazines, newspapers, blunt-nosed scissors, scrap paper or a scrapbook, glue or paste

You Do:

1. The next time you give your child an old catalogue to cut up, why not give him some ideas about what to cut? You could ask him to cut out pictures of things found in the kitchen, or things found in a house. Or you could ask him to cut out pictures of the kind of clothing a hunter or trapper should take with him when he goes out to the bush. Or you could ask him to cut out pictures of a family and make up a story about them.
2. Then the child could paste these clippings onto scrap paper, newspaper, or into a scrapbook. Different sections could be for "kitchen things", "house things", "things people wear", and so on.

This activity helps to develop the imagination, improves cutting skills and creates an opportunity for children to begin to understand categories of things - where things are found, what things are used for, and so on.

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7. COLLAGE CAPERS

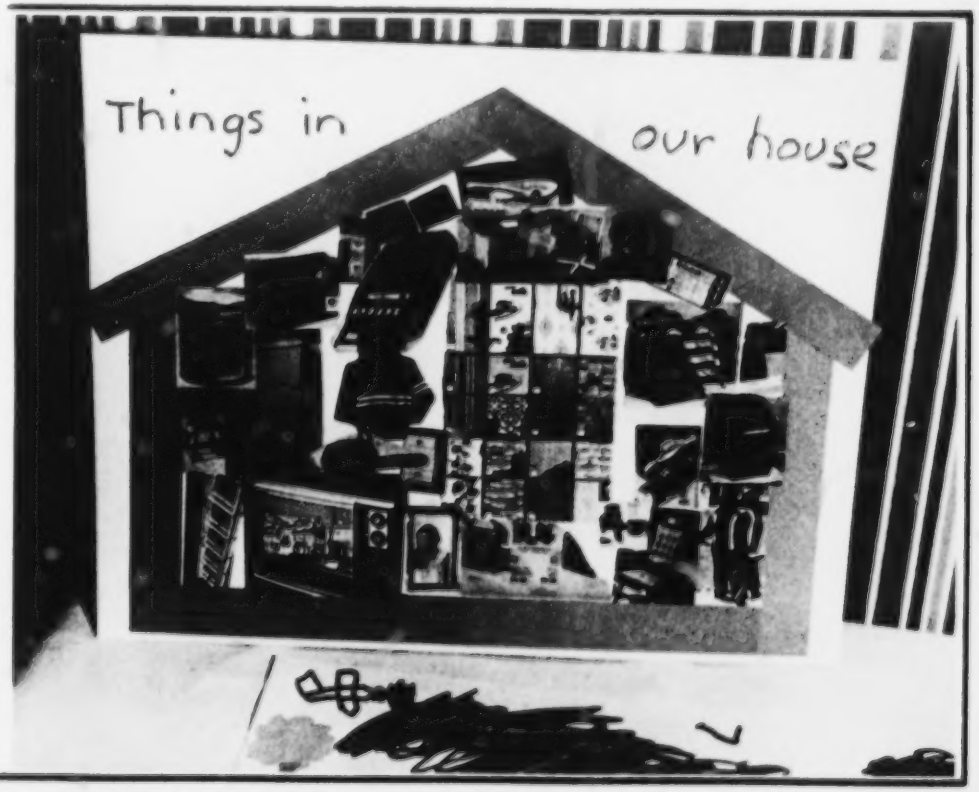
You Need:

Glue, magazines, blunt-nosed scissors, paper.

You Do:

1. Ask your child to make a "collage" for you of pictures of dogs or people or houses or machines or anything he likes.
A collage is a name given to a collection of clippings or other materials, placed in an order pleasing to the eye and pasted onto a sheet of paper. Many artists have done collages of various themes or ideas.
2. Hang the collage on the wall for all to see.

Your child will have to use his imagination to make a good collage.



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8. COLOUR GAMES

You Need:

Cardboard, scissors, crayons or paints.

1. The easiest way to teach your child come colours is by using things he sees all the time: his clothing, hair and eyes, animals, snowmobiles and so on.

2. It's best to teach one colour at a time and to start with the brightest colours like red, yellow, orange, green and blue. Harder colours to learn are pink, purple, gray, aqua and so on.

3. You can make colour cards if you like, to use when teaching your child a colour. Just cut up cards from old boxes in the shape of playing cards. Colour them with crayons or paints. Then if the child says an object is red, and it is not, you can get the child to compare the card with the object to see for himself.

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9. COOKING FUN

You Need:

Different ingredients, depending on what you are cooking.

You Do:

1. Children like to help with the cooking. You could get them to help with stirring, measuring ingredients, greasing pans, cutting out cookies and setting the table.
2. When they are ready to try, help them make something simple, like tea or jello.
3. Make sure they help clean up the mess too!

By cooking, kids can learn about the food they eat. They learn about measuring and how to combine ingredients and about different textures and kinds of ingredients.

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10. COOKING - FRUITY JELLO SALAD

You Need:

1 package of jello, any flavour
1 can of fruit cocktail or canned fruit of some sort

You Do:

1. Make up a package of jello, following the directions on the package, in a large bowl or in several small serving bowls. Put in the fruit cocktail or the canned fruit, after draining off the juice in the can.
2. Chill several hours until firm.
3. Serve upside down, so that the fruit is on top! Pour some of the fruit juice over the jello, if you like.

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11. CORNSTARCH CLAY

You Need:

1 cup cornstarch
2 cups salt
1 ⅓ cups cold water

You Do:

1. Put salt and ⅔ cup water in a pot and bring to a boil.
2. Mix cornstarch with the rest of the water and stir well.
3. Blend these two mixtures together and knead into clay. Makes three cups.
4. Your child can mold this clay into different shapes and can make different objects. Let dry for several hours.
5. Painting will make the objects your child has made even nicer.
6. Unused clay must be kept in a covered jar or plastic bag in the refrigerator, to be used another time.

Cornstarch clay is smooth and easy to bend. It is best used for making things your child would like to keep or give as gifts. Your child could make candle holders, ashtrays, animal figures and a hundred and one other things!

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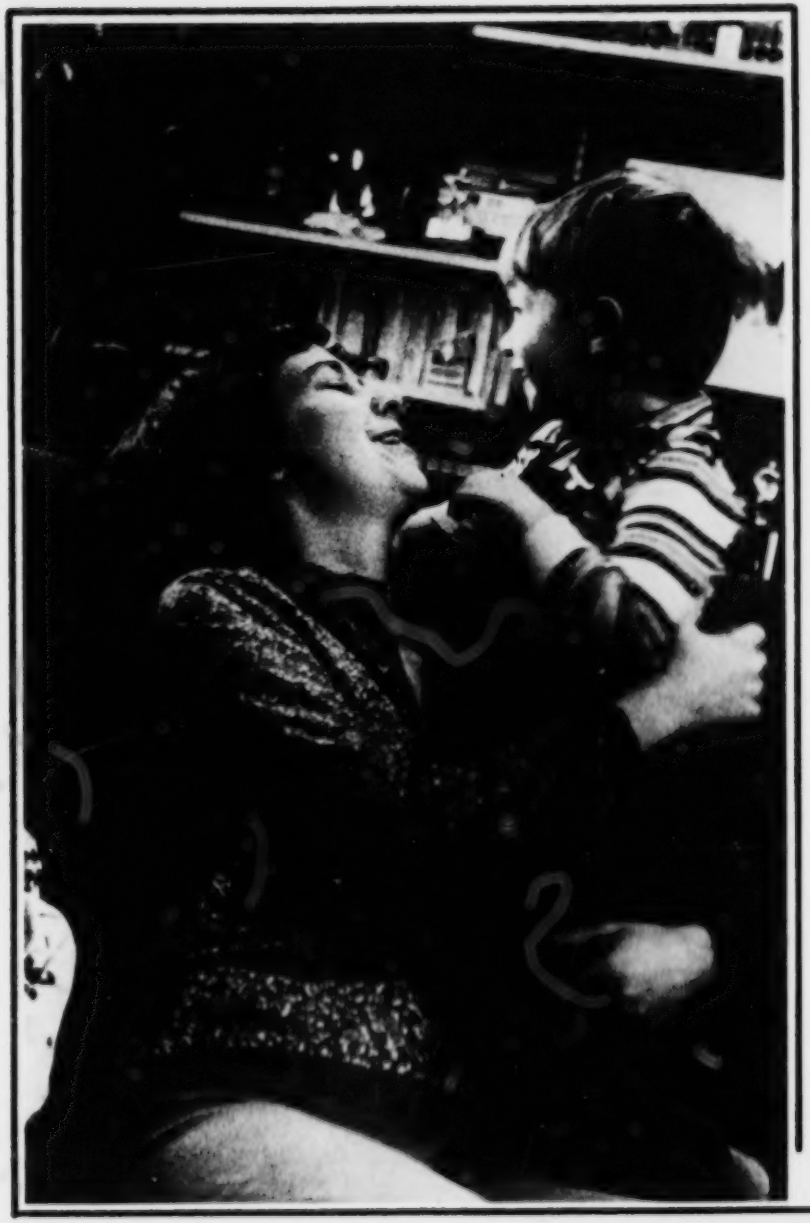

12. CUDDLE CARD

You Need:

One kid
One adult

You Do:

Take one kid and cuddle! This activity is best when done daily. Kids like to know they're loved, so why not show them? A hug will make you both feel happy. So, have a hug today!

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13. DAY-BY-DAY STORY

You Need:

A scrapbook (if you don't want to buy one, just take some paper, punch holes in each page and string together with yarn and you have an instant scrapbook for your child to enjoy!)
blunt-nosed scissors
glue or paste
crayons or pencils

You Do:

Help your child keep a diary for special events. Write the date of the event at the top of the page and ask, "What do you want to say about our trip?" or "What did you like best about the party you went to?" "Why did you like that the best?" Write down whatever your child dictates. You can help your child paste souvenirs or photographs from the special event on to the pages of the scrapbook.

A book can be used for other keepsakes, too, such as favorite drawings, paintings, or birthday cards. Anything your child wants to keep in his special book.

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14. DOT GAME

You Need:

paper
pencils or crayons

This is good practice for a child who is just beginning to handle pencils and crayons. It will help them to "aim" their pencils and crayons in a particular direction, according to where the second dot is.

You Do:

1. Draw two dots on a piece of paper.
2. Get your child to join them together.

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You Do:

1. Your child will pile on clothes to look like everything from a nurse to a trapper. This activity is fun for kids and will also give them practice at doing up knots, zippers and buttons. Once dressed up, the kids can let their imaginations run wild. Somehow it's easier to pretend you're all grown up when you're wearing different clothes!

15. DRESS-UP FUN

You Need:

Old clothes, old sheets or towels, old costume jewellery, old scarves.

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16. FINGER GAME

Sing this song with actions: (If you don't like to sing, you can just say the words!)

One finger, two fingers
There to see.
Up pops another,
Now there are three.
Here comes another one,
That makes four.
This is your thumb,
The one next door.

Your child will have fun and will learn the words and actions after he hears it several times so he can sing along with you. He will even learn the numbers 1-4 from this verse.

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17. FINGERPAINTING FUN

You Need:

Paste (see Card No. 34), mixed with an equal amount of liquid detergent (or liquid laundry starch), food colouring or paint.

You Do:

1. Fingerpainting can be messy! Give your kids old shirts to wear. Tape newspapers on the floor for working on.
2. Add colouring to the paste mixture or laundry starch.
3. Dampen a piece of paper and drop on several teaspoons of fingerpaint. You can use just one colour or several different ones.
4. Your child can swirl the paint all around on the paper, tracing out pictures and designs with his fingers.

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18. FUN BOX

Most of the things needed for ideas in this activity kit can be found around the house. Save these things and put them in a large box:
paper and cloth scraps
newspapers and magazines
cardboard boxes of all kinds (cereal, oatmeal, shoe boxes, etc.)
egg cartons
paper bags, plates and cups
used gift wrappings
cans of all sizes (coffee, juice, soup)
jar lids
string, yarn, ribbon, thread
buttons, beads, empty thread spools
stones, sticks
rubber bands, corks
old clothes and jewellery (for dress-up)
old mittens, gloves, socks, nylons (for puppets)

Then, when you want to use one of the fun recipes you will know where to look for materials. Also, when you have finished with the project, clean-up time is simple - all the leftovers go back in the box. This will help your child get used to putting things back where they belong.

You and your child could decorate the fun box by covering it with tinfoil or magazine cutouts, or by painting or colouring pictures, and by putting the child's name on the sides of the box.

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19. FUN WITH FELT

You Need:

Scraps of felt (or other material scraps) of different colours, scissors.

You Do:

1. Cut felt into different shapes - circles, squares, triangles. Cut several of each shape, in different colours.
2. Then mix them up on the floor and let your child play with them. Get him to sort them by shape or by colour, or to match identical pieces of felt.

Your child will become more familiar with the shapes you have cut and will learn to recognize them in time.

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20. GARDEN IN A POT

You Need:

Container (an old tin can, plastic containers or empty egg cartons are all good for this activity)
Soil
Seeds

1. Help your child fill the container with moist soil.
2. Have him add two or three seeds and slightly cover them with soil.
3. Wait and let your child watch them grow. Don't forget to water!
4. Another idea is to cut out potato eyes, or the top of a carrot. Put them in a shallow bowl of water and wait till they sprout. Then plant them in some soil.

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21. GRAB-BAG GAME

You Need:

2 people
A paper or cloth bag
Various objects of different sizes, shapes and textures. You could use, for example, things like a beaded necklace, a scrap of fur or leather, an unopened can, a piece of cloth or yarn, a can opener, a spoon, a book, a button, and so on.

1. The objects are placed in a bag, by one of the players.
2. The other player then reaches into the bag, with his eyes closed, and tries to guess what the object is by its shape, size and texture.

This activity will help your children become more aware of shapes, sizes and the way things feel to the touch.

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22. GRASPING

You Need:

Shiny, bright objects of various sizes.

This activity is for a very young child, who is just beginning to reach for things.

1. Place a bright object just barely out of reach to encourage your child to grasp.
2. Once the child has grasped and touched the object, you should give him the object (which should be a safe kind of toy) as a reward for trying to get it.
3. Next time you play the game, and as your child gets more skillful, you should place the object a little further away, so that more effort is involved.

Eventually, when the child has mastered the skill of grasping, he will be able to see an object, grasp for it, reach it, and obtain the object to play with for himself.

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23. GROCERY STORE GAME

You Do:

Help your child open a grocery store!

1. A table or some large boxes can be used for counters and shelves.
2. Your child can use empty cans, boxes, jars and egg cartons for "stock".
3. He can mark the prices on each item and make play money out of paper.
4. Now your child and his friends can play store.
5. Also, they can pretend to be fur traders with the Bay - material scraps can become fur pelts.

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24. GUESSING GAMES

You Need:

2 or more kids

1. One kid says he's thinking of something in the room that is red in colour, for example. The other kids try to guess: "Is it the red book on the table?" "Is it the red shirt I'm wearing?" and so on.
2. The person who guesses right is the winner and he gets to think of something.

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25. LETTER AND NUMBER GAME

You Need:

Magazines, blunt-nosed scissors, paper, pencils or crayons

You Do:

1. Get your child to go through books and magazines cutting out letters and numbers.
2. Teach them a letter or a number, if they want to learn it.
3. Then have them paste the letter or number on to a piece of paper.
4. After they have done this, get them to trace the letter with their crayons or pencils, on top of the clipping. Or they can trace bigger versions if you make the first one for them.

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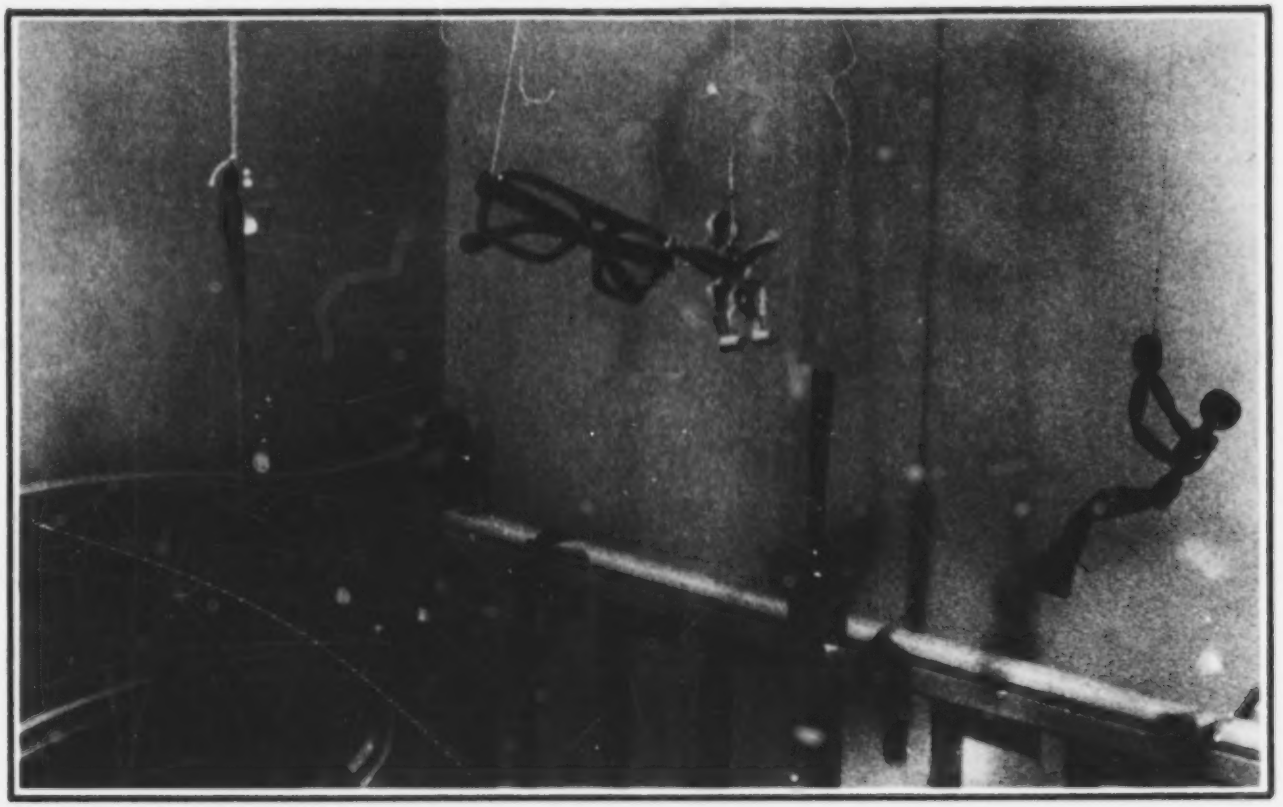
26. MOBILES



1. Draw or cut out pictures from magazines. Put them on cardboard backing and attach with tape to a piece of string. Tie pictures to a hanger.
2. Other kinds of mobiles can be made with shiny objects such as buttons, yarn, paper clips, old keys, spoons, tinfoil bunched into a ball, and so on. These can be attached on to a hanger in the same manner.
3. The mobile should be hung securely near the crib or bed, so that there is no chance of it falling on the child. It should be well out of reach of the child.
4. For other kinds of visual stimulation for your child, place a brightly patterned sweater or blanket over the side of a crib or on a nearby chair.

27. MIRROR GAME

You Need:

2 people
Some kind of a mirror

You Do:

1. Show your child his face in the mirror. Watch his surprise when he discovers who he's looking at!
2. Older kids, younger kids, or parents can play the mirror game in pairs. One person tries to do exactly the same as the other person while standing in front of them. They act like a mirror does.

This activity will help your child learn to imitate the physical actions of others. This ability will in turn help him to acquire new skills - in sports, for example.

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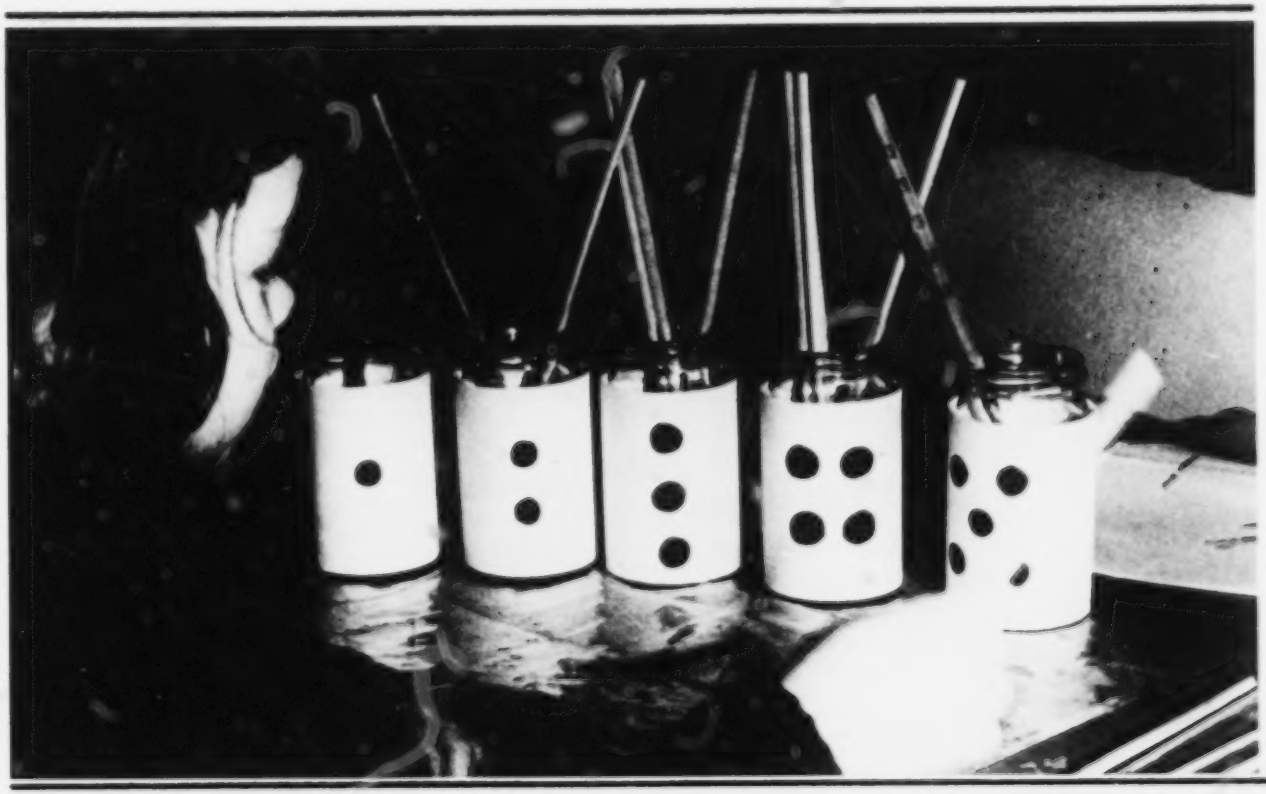
28. NUMBERING CANS

1. Save a few soup cans. Glue or tape pieces of paper with dots from 1 to 5 printed on them.
2. Have an extra can with sticks or pieces of paper or wood.
3. Your child then must try to match the number of sticks to the number of dots on each can.

This activity will help your child see one to one relationships. It will also give him practice in counting.



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29. NUMBER GAME

1. On pieces of paper, print a number and the same number of dots.
2. Have a box or a bag of buttons, clips, pins, etc.
3. The child is to place the same number of objects on the paper as the number that is printed.

This will help your child learn to make sets of objects. It will also start him counting objects, and he will learn to hold a variety of small objects.

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You Need:

A young child, around 9 months old

Very young children can amuse themselves for a long time if you give them something interesting to look at and play with. It doesn't have to be an elaborate toy. Try things from around the house like a set of keys, pots and pans, some spoons, an eggbeater and so on. Then you will see how interesting ordinary things can be to a child.

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31. OUTLINE GAME

1. Take a few objects and trace their shapes onto a piece of paper.
2. Put the objects into a box or a bag.
3. Get your child to place the correct object onto the paper.
4. The child could then trace the object himself without the help of a parent.

From this activity, you see that you can help your child learn to notice the shapes of objects and to match objects with their shapes.

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32. PAPER BAG MASKS

You Need:

Large paper bags
Blunt-nosed scissors
Crayons or felt markers
Extras - paper cup, pieces of paper or yarn, tape or glue

1. Before you begin, get your child to put the paper bag over his head. With a crayon, carefully mark where the two eye holes should be.
2. Help your child cut two holes for eyes.
3. Use crayons to draw the face. If you like, you can use a paper cup attached with tape for a nose. Paper strips that have been fringed or curled, or yarn can be glued on for hair.

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33. PAPER FUN

1. Make some paper figures by folding paper into a fan.
2. Cut the figures you want so that parts of the folds are left intact.
3. Open it up to see what you have created. Any figure or shape you want to try can be used.

Any activity which gives your child a chance to use his hands is good for coordination and muscular control. You can only learn to do something well if you do it often. Practice makes perfect!

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34. PASTE RECIPE

You Need:

1 cup flour
½ cup water

1. Combine the flour and the water and mix until creamy.
2. Store in a covered container. For longer lasting paste, add ½ cup flour to 1 cup boiling water. Stir over low heat until thick and shiny.

You will need to make paste for doing collages or for clipping and pasting. The good thing about this recipe is that it's not poisonous. You don't have to worry if your child decides he'd like to eat a little!

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35. PEEK-A-BOO GAME

Young children like to play peek-a-boo with parents or older kids. You can play this game best around corners or doors. Stick your head out and smile, then hide behind the corner, then reappear. Babies will usually laugh and try to do the same as you do.

Children learn from this game that even if you can't see someone, they are still there (around the corner).

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36. PLAYDOUGH RECIPE

You Need:

Salt
Flour
Water
Oil
Food colouring of some sort (extra)

You Do:

1. In a bowl, mix together well 2 cups flour, 1 cup salt, 1 teaspoon oil and 1 cup water. For colour, you could use either a few drops of food colouring or some leftover cranberry juice.
2. Show your child some of the different things you can do with playdough: roll it, pinch it, poke your finger through it, break it apart, smooth it over again. Your child can make it into animals, make-believe cookies and cakes, balls. Sticks, pencils, spoons and bottle caps can be used to roll and cut the dough.
3. To store dough, put in a tightly covered container or a plastic bag and keep in the refrigerator. If it gets too sticky, add some more flour.

Since everything in playdough is non-poisonous, you don't have to worry if your child decides to eat a little bit!

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37. PRETEND PLACES

You Need:

An old sheet or blanket spread over a small table or two chairs.

Your child crawls inside with some favorite toys. He can pretend it's an igloo or a tent, a fort or a house, a fire station, a ship, a submarine, a cave or a castle or anything he wants it to be.

This is something to do on a cold or rainy day, to stretch the imagination, and make the day a little more exciting!

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38. PRETZEL GAME

1. Stand in a circle, holding hands.
2. Without letting go of your hands, see how twisted up you can get - just like a pretzel!

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39. PUZZLE TO MAKE

You Need:

Magazines or pictures, paste, cardboard, scissors, pen

This is something that parents can make for their kids to play with.

Putting puzzles together is fun and very useful to the child, as well. He must learn to notice shapes and how they fit together, in order to do a puzzle.

1. Glue or paste a picture onto a piece of cardboard.
2. Mark out with a pen the pieces of the puzzle. The younger the child, the larger and simpler the individual puzzle pieces should be. Then cut the pieces as you have marked them.
3. Help the child put the puzzle together a couple of times, then let him do it on his own.
4. Keep all the pieces together in a plastic container, so that none get lost.

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40. ROBOT GAME

You Need:

2 kids

You Do:

One child is the robot and the other is the controller. The controller "winds up" the robot and then directs the robot to walk, run, stop, go slowly, go fast, skip, jump, and so on. Then they switch places and the robot becomes the controller.

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41. RUBBINGS

You Need:

A variety of items with different textures - bricks, mesh screening, tree bark, a file, a cheese grater, etc. Paper and crayons.

You Do:

1. Place some paper against the rough surface.
2. Gently rub a crayon back and forth, watching as different patterns grow.

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42. SAFETY POINTERS FOR PARENTS

Toys for infants or young children who may bite, lick, chew or swallow them should be carefully chosen by parents.

1. Buy and use only toys (including toy blocks) that are too large to be swallowed. Buy and use only unpainted toys or toys you know have non-poisonous paint on them.
2. Buy only unbreakable rattles in order to avoid having beads from a smashed rattle that a baby could choke on.
3. Check toys for loose nails, beads, or other small parts that could be swallowed by a baby or small child.
4. Avoid strings or cords on crib toys that could loop around the child's neck and cause choking or strangulation.
5. Avoid pencils, crayons or other pointed objects in the crib.
6. Avoid toys that have small removable parts such as the glass eyes in stuffed animals.

Also:

1. Inspect toys often for loose parts and sharp edges. Repair or throw away damaged toys.
2. When not in use, put away all toys and children's play equipment in a storage box (See FUN BOX, Card No. 18).
3. Never leave toys on stairs, floors, or sidewalks, where they can cause someone to slip.

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43. SELF-PORTRAIT

You Need:

A large piece of paper
scissors
crayons

1. Place a large piece of paper on the floor. (You could use several brown paper bags opened and taped together.)
2. Have your child lie down on the paper. Trace the outline of his body with a crayon.
3. Help your child colour the portrait. Draw in fingernails, hair, clothes, eyes, ears, nose and mouth. Talk as you work: "What colour should the hair be?" "Is your hair curly or straight?" "Are your eyes brown or blue?"

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44. SEWING CARDS

You Need:

Cardboard
Shoe lace or yarn or string
crayons

1. Cut holes fairly large in a piece of cardboard around a simple picture or a number or a letter drawing.
2. The child can colour the card as he wants.
3. A knot is tied in the unwaxed end of the lace (or in one end of the yarn or string) and the child can start threading it through the holes around the picture.

This is a good way to begin to learn to sew by hand.

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45. SHADOWS

On a bright day, when you are out walking around with your child, and you can see your shadow , point this out to your child. Explain what it is. Show your child that when you move, your shadow moves too; when he moves, his shadow will move. Ask him to see if he can do something his shadow can't do!

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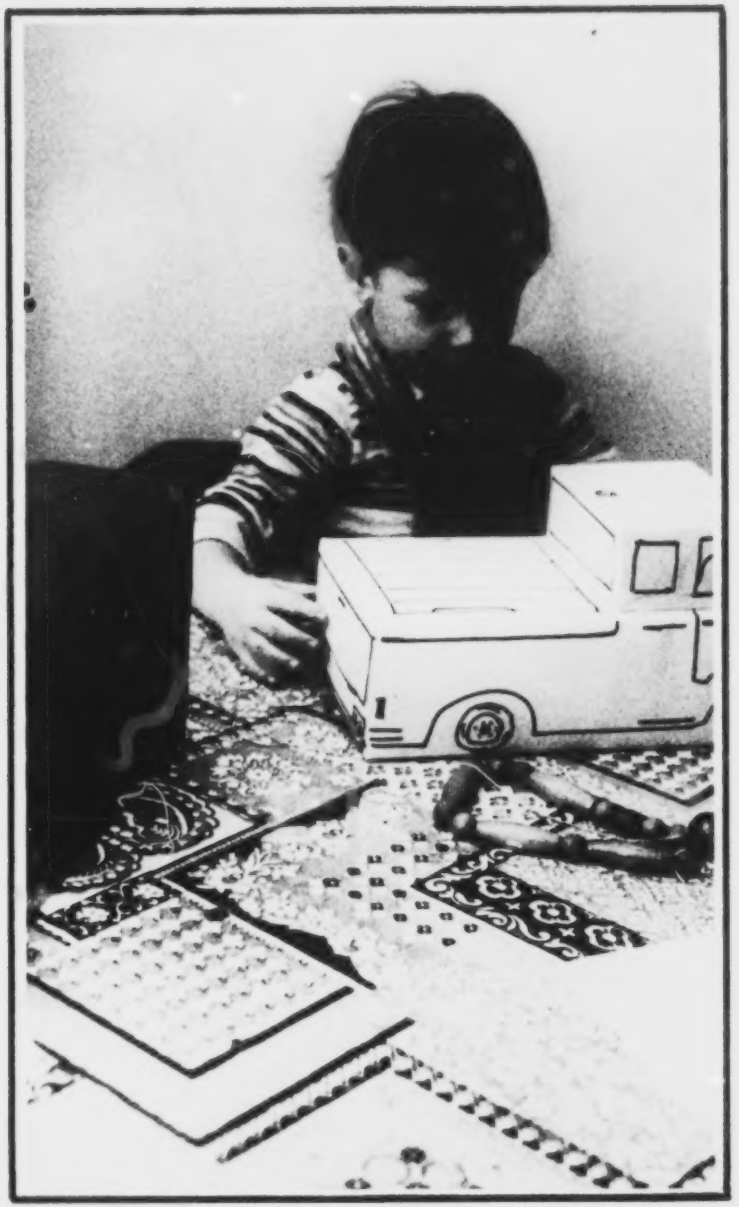

46. SHOE BOX TOYS

You Need:

Shoe boxes or other kinds of boxes
Crayons
String, tape

1. Make a truck out of a shoe box. Take the box lid and let your child trace (with a cup or a tin lid) four circles. Then cut out the circles and you have four wheels. Mother or Father could mark the centres of the wheel and help attach them to the truck. A string can be attached to the front of the box and you will have a pull toy truck. Let the child decorate the truck with crayons.
2. Trains can be made by fastening several boxes together with string and tape.

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47. SPOOL TOY

You Need:

Empty thread spools
String
Crayons or paints

1. You can string spools together to form a long caterpillar or an ice worm. Paint on a face and leave the string extra long so the child can pull it around.
2. Or you can glue them together to make a spool-person!

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48. SONG TO SING -

TWO LITTLE PTARMIGAN

You can use any tune you like, or you can just say the words. Use the hand motions listed, as you say or sing the words.

Two little ptarmigan, (Fingers with two up)
Sitting on a wall.
One named Peter, (One finger)
The other named Paul.
Fly away Peter, (Flap hands like wings)
Fly away Paul.
Come back Peter, (Gesture towards self)
Come back Paul.

From a simple song like this, your child can learn to imitate your words and actions. He will also learn the difference between the numbers one and two.

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49. STACK-'EM-UP TOYS

You Need:

3 or more empty cans of different sizes that will fit inside each other

You Do:

1. After the tops have been removed with a can opener, flatten rough edges by pinching them with pliers.
2. Soak off the labels in water.
3. Cover cans with brightly coloured paper - from magazines if you like.
4. You could number the cans in order from the smallest to the largest. Show your child how to stack them up in different ways. Or put a penny or other small object under one of the cans and ask the child to guess where it is. Show your child how one can will fit into another can.

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50. STAND UP, SIT DOWN GAME

1. The two kids sit on the ground, holding on to each others hands. Now they must try to stand up without letting go. Then they try to sit down the same way.
2. Now get the kids to sit down back to back and link arms. Then get them to try standing up and sitting down again without letting go!

The children will learn that they have to work together to do this activity.

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51. STOCKING PUPPET

You Need:

An old sock
Buttons, some yarn

1. Make an old sock into a puppet by sewing buttons on the front of the toe section to form a face. (Buttons should be sewn on very securely. For children who are too young and might swallow loose buttons, sew a face on with embroidery thread or regular thread or with pieces of material cut in the appropriate shapes.)

2. Some yarn can be sewn on for hair if you have it. Now your child has a puppet to play with on his own.

3. You should use fairly small socks for little children, so that the puppet will fit their small hands better.

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52. STORYTIME

1. Why not read a good story to your child?
2. If you can't find a good story in a book, think of all the stories you have in your head that your parents told you. Tell your child one of these.

By reading and talking to your child, he will learn new words and will learn to listen to you when you are reading or telling a story. This skill will help him learn faster in school.

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53. STRING ART

You Need:

Paste (see Card No. 34)
Watercolour paints or food colouring
Short lengths of unwaxed string or wool (20 - 30 cm)
Paper

1. Take a tablespoon of paste and add sufficient paint to make a very strong colour.
2. Mix several colours and keep them in cups or a muffin tray.
3. Bury pieces of string in each colour and let them soak for 10 minutes.
4. Pull the string from the tray, squeezing off surplus paste as you pull, and let the string "walk" all over the paper as it is laid down. Press down gently with the fingertips.

Through this activity your child will learn about a new material called string. He will see how flexible it is, and how it can make a variety of shapes. This might be a good time to teach your child the string games that you know.

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54. TALKING

1. Have you talked to your child today?
The more you talk to your child, the more he will learn from you about how to speak, and he will learn new words. He will also want to talk back to you and will get practice in talking.
2. You could ask your child to tell you a story about the picture he is drawing. Or you could give him a picture to make up a story to tell you.

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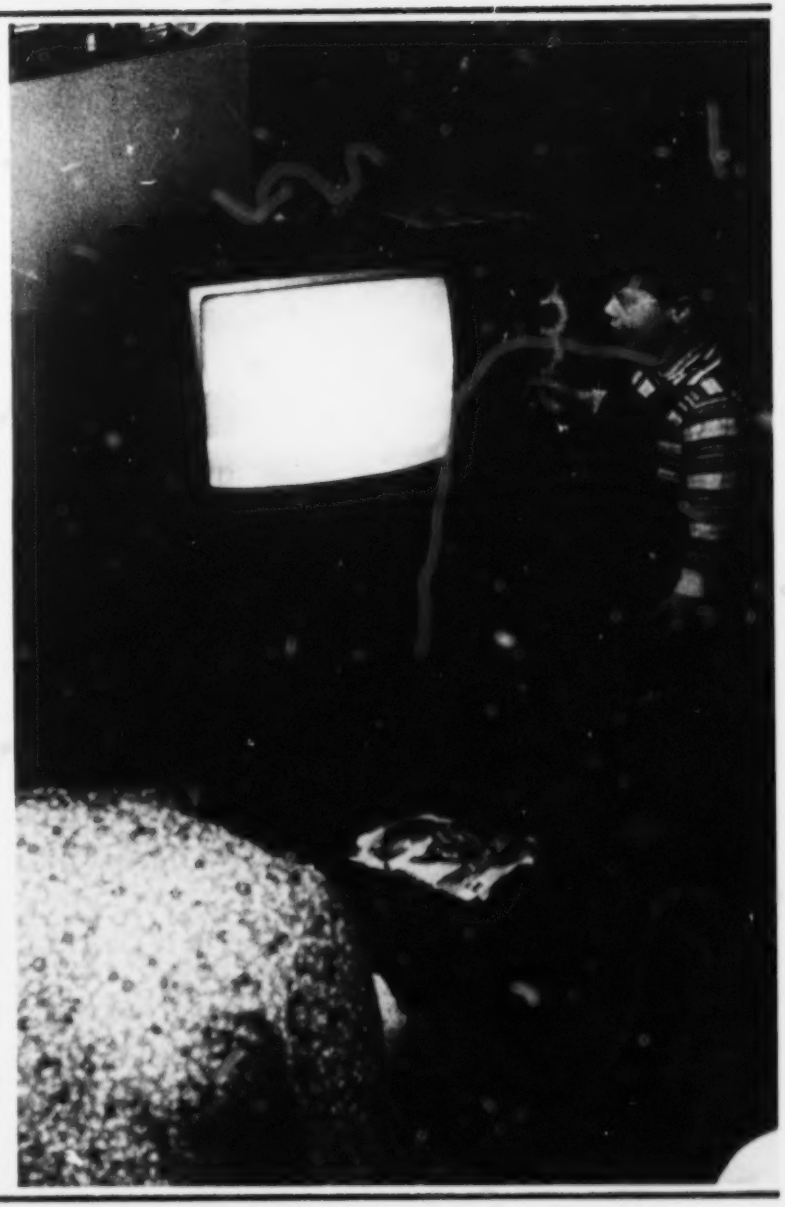
55. TELEVISION

1. Some shows for pre-schoolers to watch are shows like Mr. Dress-Up and Sesame Street. On these shows kids are asked questions. If you watch the show with your child, he may try to answer the questions by pointing at the TV or by saying the answer aloud. If he gets the answer, you should praise him.
2. Either way, you should get your child to talk about the characters and what is happening on the show.

The more practice your child gets at talking, the better he will be at it. Television can be used to encourage conversation, among other things.



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56. THROUGH-THE-HOLE TOY

You Need:

Plastic container and top, scissors, small objects such as a rubber ball, eraser, bobby pin, tiny boxes, and so on.

1. Cut a hole or a square in the plastic container top. Show your child that some articles will fit through the hole but others are too big to fit. Let child place articles through the hole, then empty the container and start over again.
2. Soon your child will learn which objects will fit and which ones will not fit.

Your child can learn something with his eyes and with his actions by playing with this "toy".

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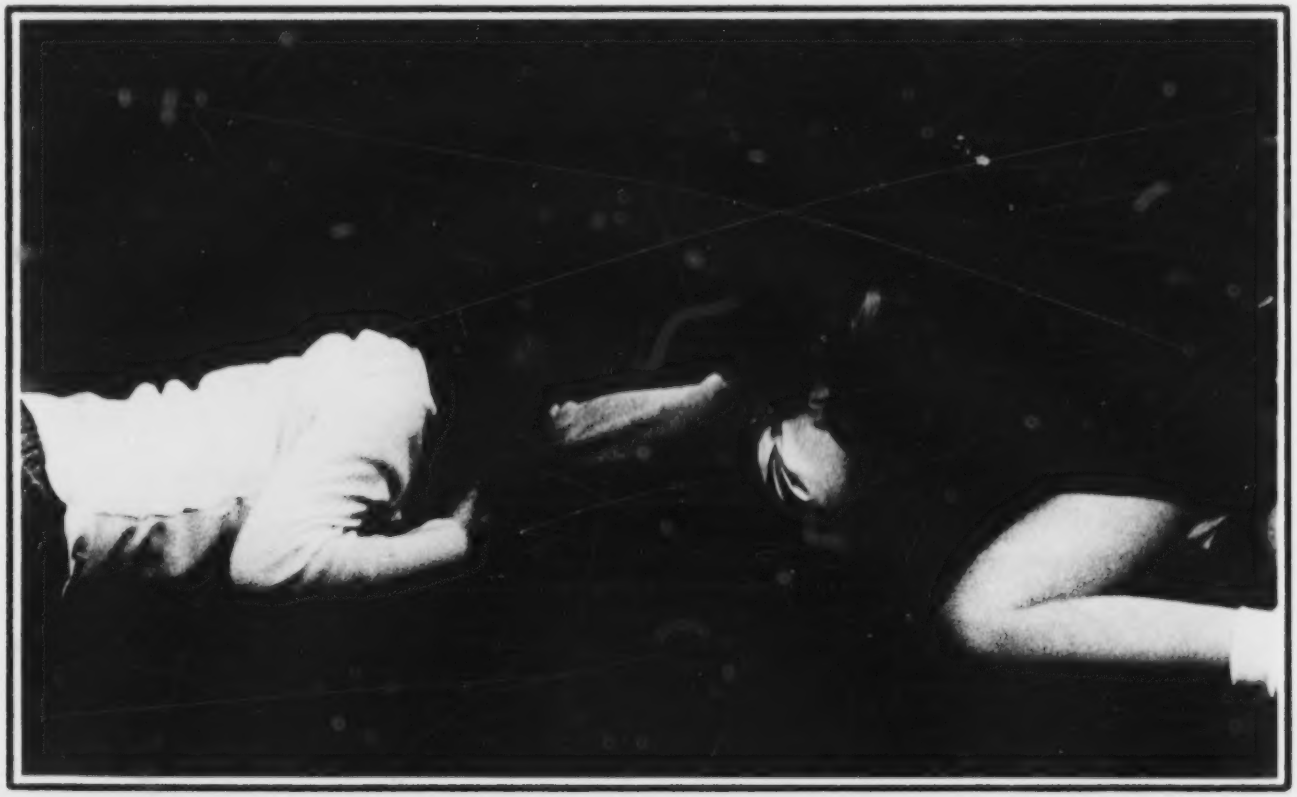
57. TURTLE TAG



1. Turtle tag is just like regular "tag". But you have to stay on your stomachs. It's kind of hard, but it's fun.
2. Start in a triangle or a circle. The person in the middle is it. Someone says "Go!". The "It" Turtle tries to catch the other turtles. Remember, you have to stay on your stomachs!

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58. TYING TOY

You Need:

A clean, empty bleach or liquid detergent container
shoelace or string
sharp object to punch holes

1. Cut out the front of an empty container.
2. Punch holes on either side of the cut-out.
3. Show child how to lace and tie the string through the holes.

This is a good toy for kids who are having a hard time learning to tie their shoelaces.

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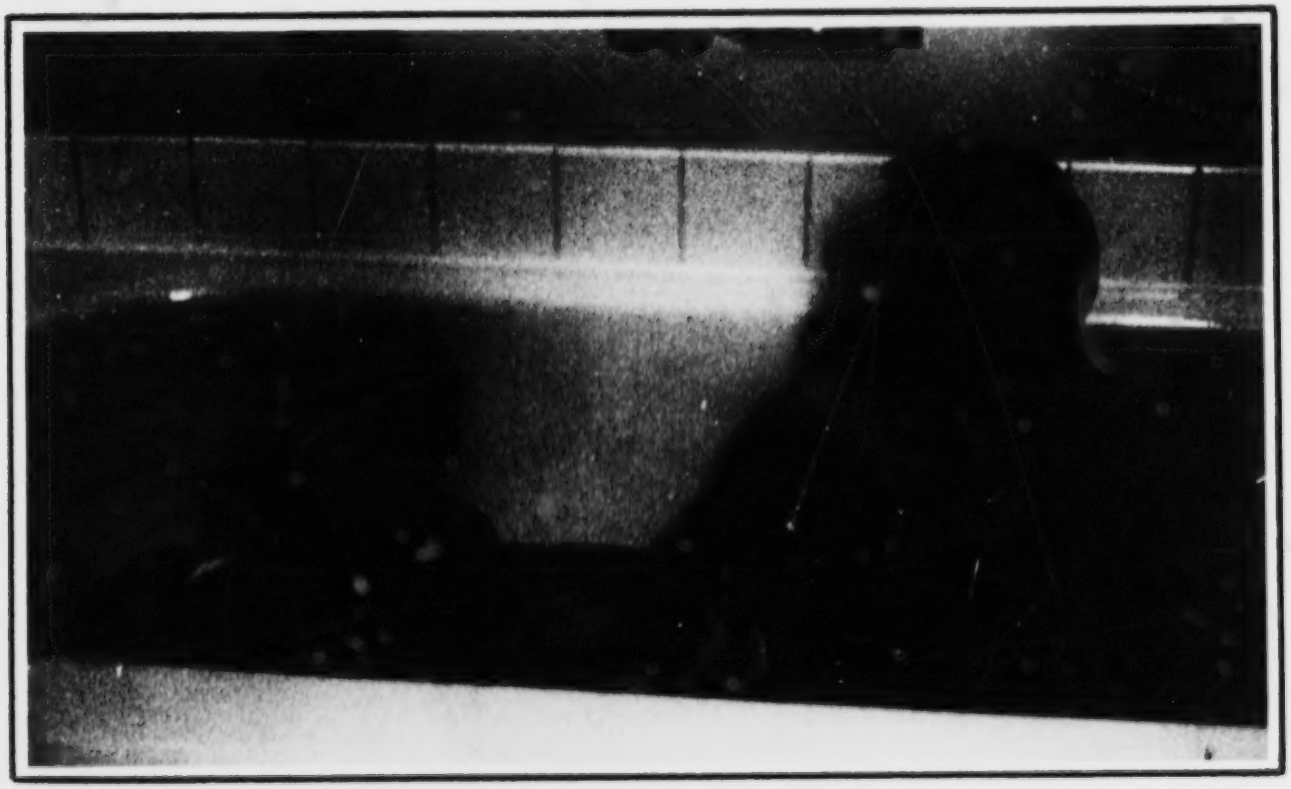
59. WATER FUN



You Need:

One dirty kid
A bath tub
Plastic containers and lids of different sizes, plastic cups, clean and empty plastic detergent bottles, and so on.

1. Show your child how much fun it is to pour water. He can pour it from one container to another and see it take the shape of the container.
2. He can see how an empty container will float on top of the water but, when filled with lots of water, it sinks.

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60. ZIPPER BOARD

You Need:

An old pair of jeans with a working zipper, or a zipper by itself, cardboard or scrap wood.

1. Cut off bottom of jeans or other garment so that only the part with the zipper remains. Fasten onto a piece of cardboard or scrap wood, if you like. Or you could just give the child the zipper itself to play with, if you like.
2. Let the child practise zipping and unzipping the zipper after you show him how to do it a few times.

This will help your child learn one of the skills he needs to be able to dress himself.

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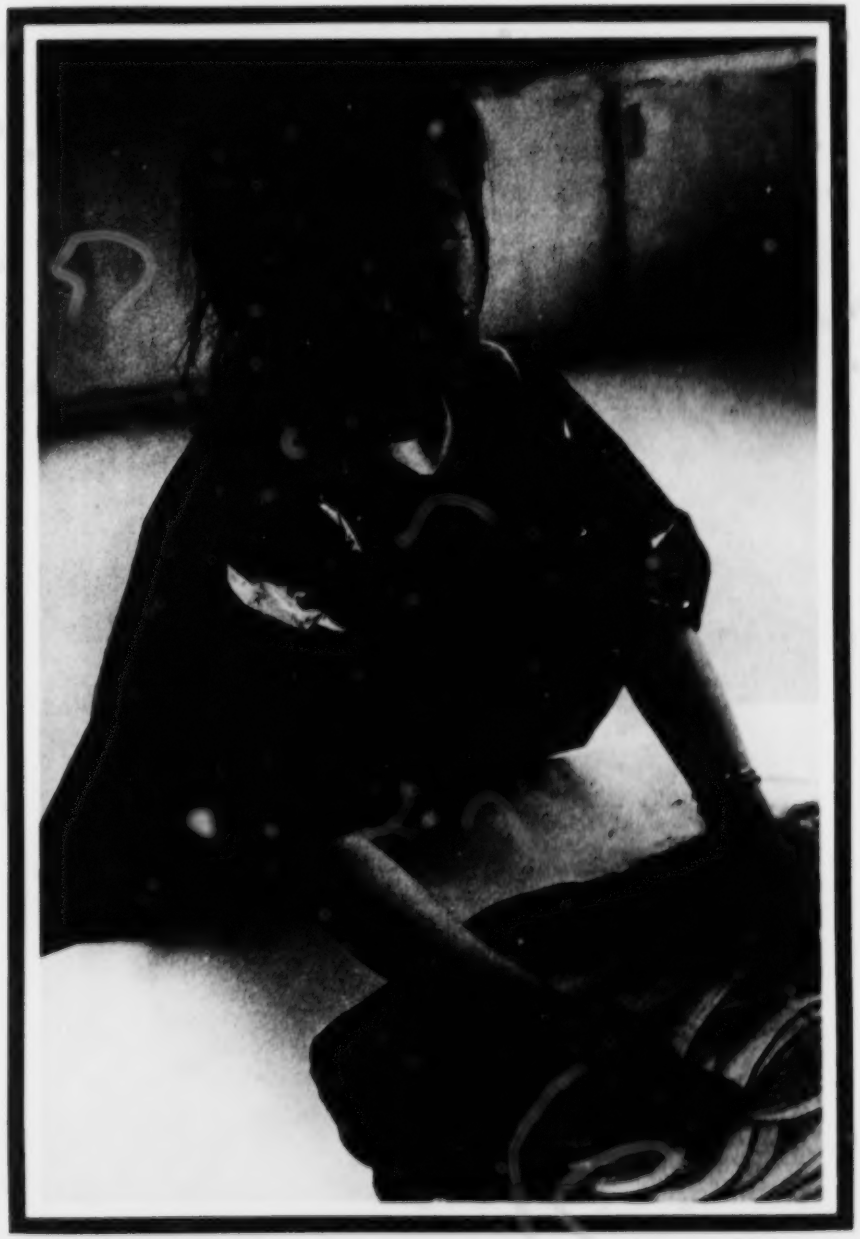
Programs and Evaluation Branch
Department of Education
Northwest Territories 1982



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51. ᐊᓂᑦ ᓂᒥᓂᑦ ᓂᒃ ᓴᓇᓯᐅᔨᐊᖅ ᓂᕆᐅᑉ
52. ᐅᓂᒃ ᑲᑦ ᓂᕆᐅᑉ
53. ᓴᓇᓯᐅᔨᐊᖅ ᓂᕆᐅᑉ ᐊᒃ ᓂᓇᐅᑎᑕᒧᑦ
54. ᐅᖃᖃᓕ ᑕᐅᑎᓂᖅ
55. ᑕᓪᓕᐊᓴᑦ
56. ᐳᖅᓂᖃᓕ ᑕᑦ ᓂᕆᐅᑉ ᐱᓯᓂᐅᔨᐊᒃᑲ ᐊᑐᓚᓐᓇᖅ ᓄᑦ
57. ᐊᑐᒧᑦ ᑐᕆᐅᑎᓂᖅ ᑮᒥ ᒪᓚᒃᓄᓂ
58. ᐱᓯᓂᐅᔨᐊᒃᑲ ᖁᓪᓕᒃ ᓂᓪᓕᓂᓂᒃ ᑕᑦ ᓂᕆᐅᑉ
59. ᐃᓚᒥᑎᓂᖅ ᖁᐊᑐᓇᑦ ᑐᒥᖅ
60. ᓂᓚᕆᖅᓂᓪᓕᓂᓂᒃ ᑕᑦ ᓂᕆᐅᑉ

1. ᐊᑐᐊᓯᓂᑎᐊᕐᕕᓂᖅ ᖃᓄᐃᑦ

ᐊᑐᕐᓇᖅ ᐃᓚᒌᑦ ᑐᓴᐅᒃ:

ᐊᒥᓱᑲᓂᓕᕆᓂᖅ ᖃᓄᐃᓂᖅ ᑭᑭᐊᖅᑕᕐᑐᑦ ᑐᑭᐊᖅᑕᕐᑐᑦ

ᑕᓐᓇ ᐊᑐᑕᐅᔪᓐᓇᑦᑕᓂᕐᒧᑦ ᓇᑎᖅ ᓴᓇᖅᑕᒥᓂᑦ ᓄᑦ ᐅᑭᐅᓐᓇᓂᑦ
ᖃᒥᑦ ᓯᐊᒃᓴᖅ ᑕᑭᓂᔨᑕᓐᓇᕐᓂᑦ ᓴᓂᑦᑐᖅ ᓄᑦᑕᖅ.

ᐃᒪᐃᔨᓐᓇᑦᑕᓂᑦ:

1. ᖃᓄᐃᑦ ᐃᓕᓴᕐᑕ ᓇᑎᑦ ᒪᐊᑦ ᓄᑦᑕ ᐅᑭᐅᓐᓇᓂᑦ ᓯᓚᑐᐃᓐ-
   ᓇᑦ ᒪᑦ.
2. ᓯᑕᒥᓂ ᐊᔪᖏᑦ ᓯᑎᓄᑦᑕ ᐱᓯᖅ ᓄᑦᑕ ᖃᓄᐃᑦ ᑲᓂ ᑭᓐ ᑭᖅ
   ᐃᓴᖃᓄᖅ ᐅᑦ ᑭᑕᐃᓕᒪᓕᕆᔨᐊᑦ ᓄᑦᑕ
3. ᓯᑕᒥᓂ ᓇᓐᓂᑭᑦ ᓄᑦᑕ ᐱᓯᖃᑦ ᑕᑦ ᓄᑦᑕ ᖃᓄᐃᑦ ᑲᓂ
   ᐅᑭᐅᓐᓇᓂᑦ ᐊᑕᐅᓯᔪᓐ ᐊᓐᓄᑉᑎ ᓯᐃᖃᑦ ᑕᑦ ᓄᓇ ᐱᓯᖅ ᐃᐅᓂᐊᑦ ᑐᒥᖅ.

ᑕᓐᓇ ᐱᓕᕐᒪᐊᑦ ᓂᓐᓄᖅ ᐃᑲᔪᕐᓇᓇᑦ ᓯᑕᒥᓂ ᓂᓐᓄᖅ ᐅᑦ ᑭᑦ ᑕᐃᓕᒪᓕᕆᔨᐊᑦ ᓂᑦᑕᒃ
ᐊᒃᓂ ᓕᔨᓕᔨᐊᓂᑦ ᒪᓕᓄᑦ ᓯᔨᓴᕐᓂᑦ ᓴᓂᓂᖅ ᐊᑐᕐᓇᓇᑦ ᑐᑭᐊᖅᑕᕐᑐᑦ.

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2. ᐊᐃᓕᓪᓚᑦ ᐱᓕᕆᐊᒥᓂᖅ

ᐅᓄᓕᐊ ᐊᑐᕈᒪᓐᓇᖅᑎᑦᑎᓂᑦ :

ᐊᑦᓴᒃᑲᐅ ᓯᑎᕐᕈᑎᑐᒃ

ᓄᑕᖅᑭᑦ ᓴᐃᐊᑎᕐᓂᖅᑕᒥᑦ ᐊᑦᓴᒃᑲᐅᑉ ᐱᓪᓗᒍᖅᑏᑦᑐᒃᓴᓂᒃ
ᓴᐃᐊᑎᓯᒪᓪᓗᓇᖅᑐᓂᓪᓗᓇᖅᑐᓂ ᑐᑭ ᐱᓪᓗᒍᖅᑏᑦᑐᓕᒫᖅ

ᐃᒪᐃᒪᓪᓗᓇᖅᑐᓂ :

1. ᐃᓐᓯᓂᓐᓄᑦ ᐊᑦᓴᒃᑲᐅᑉ ᐊᑦᓴᓐᓂᒃ ᐅᓂᖓᖅᑕᓂᕐᓂᓂᒡᒐᒃ ᐃᓕᓴᕐᓂᖅ . ᐊᑐᒪᓗ ᐃᓐᓯᓂᓐᓄᑦᓂᒥ ᓄᓇᓗ ᐃᓂᓐᓄᑦ ᐊᑦᓴᒃᑲᐅᑉ.
2. ᓯᑕᓯᓂᖅ ᓴᐃᐊᑎᓯᒪᓪᓗᓇᖅᑐᓂ ᓄᓇᓕᓂᓐᓄᑦ ᓄᓇᓕᓂᓐᓄᑦᓂᒥ ᐊᑦᓴᒃᑲᐅᑉ .

ᑕᖅᓇ ᐊᑦᓴᒃᑲᐅᑉ ᐱᓪᓗᒍᖅᑏᑦᑐᒃᓴᓂᒃ ᐃᑲᓴᕐᓇᖅᑎᑦᑎᓂᑦ ᓯᑕᓯᓂᓐᓄᑦ ᒪᓕᓂᖅᓴᓂᖅᑐᓂᓪᓗ ᐃᓐᓯᓂᓐᓄᑦᓂᒥ ᐊᑦᓴᒃᑲᐅᑉ ᐊᑐᒪᓗ ᐊᑎᓂᓯᓂᒃᑲᐅᑉ ᐊᑦᓴᒃᑲᐅᑉ ᐃᓐᓯᓂᓐᓄᑦ . ᓯᑕᓯᓂᐅᑦ ᐊᑦᓴᒃᑲᐅᑉ ᓄᓇᓕᓂᓐᓄᑦᓂᒥᓪᓗ ᒪᓕᓂᖅᓴᓂᖅᑐᓂᓪᓗ ᐃᓐᓯᓂᓐᓄᑦᓂᒥ ᐊᑦᓴᒃᑲᐅᑉ ᐊᑐᒪᓗ ᐃᓐᓯᓂᓐᓄᑦᓂᒥ ᐊᑦᓴᒃᑲᐅᑉ ᐊᑐᒪᓗ ᐃᓐᓯᓂᓐᓄᑦᓂᒥ ᐊᑦᓴᒃᑲᐅᑉ ᐅᓂᖓᖅᑕᓂᕐᓂᓂᒡᒐᒃ ᐃᓕᓴᕐᓂᖅ ᐅᓄᓕᐊ ᐊᑦᓴᒃᑲᐅᑉ ᐱᓪᓗᒍᖅᑏᑦᑐᒃᓴᓂᒃ

3. ᓄᐃᓯᕐᓂᖅ

ᐊᑐᓕᓐᓄᑦ ᑕᒪᓐᓇᖅᑐᑦ ᐅᑯᐊ:

ᐊᖏᔪᓂᒃ ᑭᓱᖅᓂᒃ ᒥᑎᓕᕐᑐᑎᑦ ᐸᑦᓂᒃ ᐅᓪᓚᓐᓇᓕᓐᓂᒃ ᐃᓕᓴᕐᑐᑎᓂᒃ ᓄᐃᓕᓴᕐᓇᒃ ᓴᓗᒃ ᓴᒥᒃ ᐅᓪᓚᓐᓇᓕᓐᓂᒃ ᓄᐃᓕᓴᕐᓇᒃ ᔪᓚᐃᒃᓴᑦ ᓄᑦ ᐃᓕᓴᕐᑐᑎᓂᒃ ᐃᓕᓴᕐᓇᖅ ᑭᓚᒃ ᔭᒥᑦ.

ᐃᒪᐃᔪᓐᓇᑦ ᑐᑭᓯᒪᔭᑦ:

1. ᓴᓇᓕᒃ ᐊᔪᑎᒃᓴᓕᓐᔪᒍ ᑭᓚᒃ ᓴᒪᒋᑦᑐᒥᑦ ᓄᐃᓕᓴᐅᓂ ᐊᑕᐅᓴᐅᓐᓇᕐᓂᑦ ᓄᑦ ᔭᒥᑦ ᓴᓇᓕᒃ ᓇᐹᓂᒃ ᓄᐃᓕᓴᕐᓂᐸᒃ.
2. ᑕᒃ ᑯᐊ ᓄᐃᓕᒃ ᓴᐃᒃ ᐃᓚᖅᑐᑦ ᓄᐃᒪᓕᒋᑦᑐᒥᑦ ᑐᒥᑦ ᒥᑦᑐᓕᓐᓂᒃ ᑐᓐᔪᐊᓕᓐᓂᒃ ᑐᒥᑦ ᐅᑭᐅᖅᑕᐅᓕᖅᑐᑦ ᐃᓚᖅᑐᑦ ᐊᑐᓕᓐᓂᒃ ᓄᐃᓕᓴᕐᓇᖅ ᑐᒥᑦ (ᓴᓇᓕᒃ ᐊᖏᔪᓂᒃ ᓄᐃᓕᓴᕐᓇᖅ ᓴᓇᓕᒃ ᑐᒥᑦ ᑎᑎᕋᐅᓕᖅᑐᑦ.)
3. ᓴᓇᓕᒃ ᓄᐃᓕᓴᕐᓂᒍ ᓇᓴᐃᖅᑐᒥᓕᕐᓇᖅ ᐃᓚᖅᑐᑦ ᓄᐃᓕᓴᕐᓇᒃ ᐅᓪᓚᓐᓇᓕᓐᓂᒃ ᐊᑐᓕᓐᓂᒃ ᐊᖏᔪᓂᒃ ᐊᑐᓕᓐᓂᒃ ᓄᐃᓕᓴᕐᓇᖅ ᐊᑐᓕᓐᓂᒃ ᐃᓚᖅᑐᑦ ᐊᑐᓕᓐᓂᒃ ᐅᑭᐅᖅᑕᐅᓕᖅᑐᑦ.
4. ᓴᓇᓕᒃ ᓄᐃᓕᓴᕐᓂᖅᑐᑦ ᓇᒃᓚᒃ ᑐᒥᒃ ᑕᓪᓕᐊᓇᕐᓂᒍ ᐅᓪᓚᓐᓇᓕᓐᓂᒃ, ᐃᒃᓴᓕᑦ ᒍᒪ ᐃᓕᓴᕐᓂᒃ ᑭᓚᒃ ᓴᒥᑦ ᒍᒪ ᐊᑐᓕᓐᓂᒃ ᑭᓚᒃ ᐅᑭᐅᖅᑕᐅᓕᖅᑐᑦ ᓄᐃᓕᓴᕐᓇᒃ ᔭᓐ-ᓂᒍ.

ᑕᓐᓇ ᓴᓇᓂᖅᑐᑦ ᓴᓇᓕᑦᑎᒃ ᐊᔪᑎᓴᐅᓕᖅᑐᒃ ᐅᒍᓐᓇᑦ ᒍᖅ ᐅᑭᐅᖅᑕᐅᓕᖅᑐᑦ ᐅᑭᐅᖅᑕᐅᓕᖅᑐᑦ. ᐃᓕᒍᓐᓇᑦ ᑕᓐᓇᖅᑐᑦ ᓇᓴᐃᖅᑐᒥᓕᕐᓇᖅᑐᒃ ᓄᐃᓕᓴᕐᓇᖅ. ᐊᑐᓴᓐᓇᑦ ᓴᓇᓕᒃ ᐊᖏᔪᓂᒃ ᓴᓇᓕᒃ ᐊᑐᓕᓐᓂᒃ ᓄᐃᓕᓴᕐᓇᖅ.

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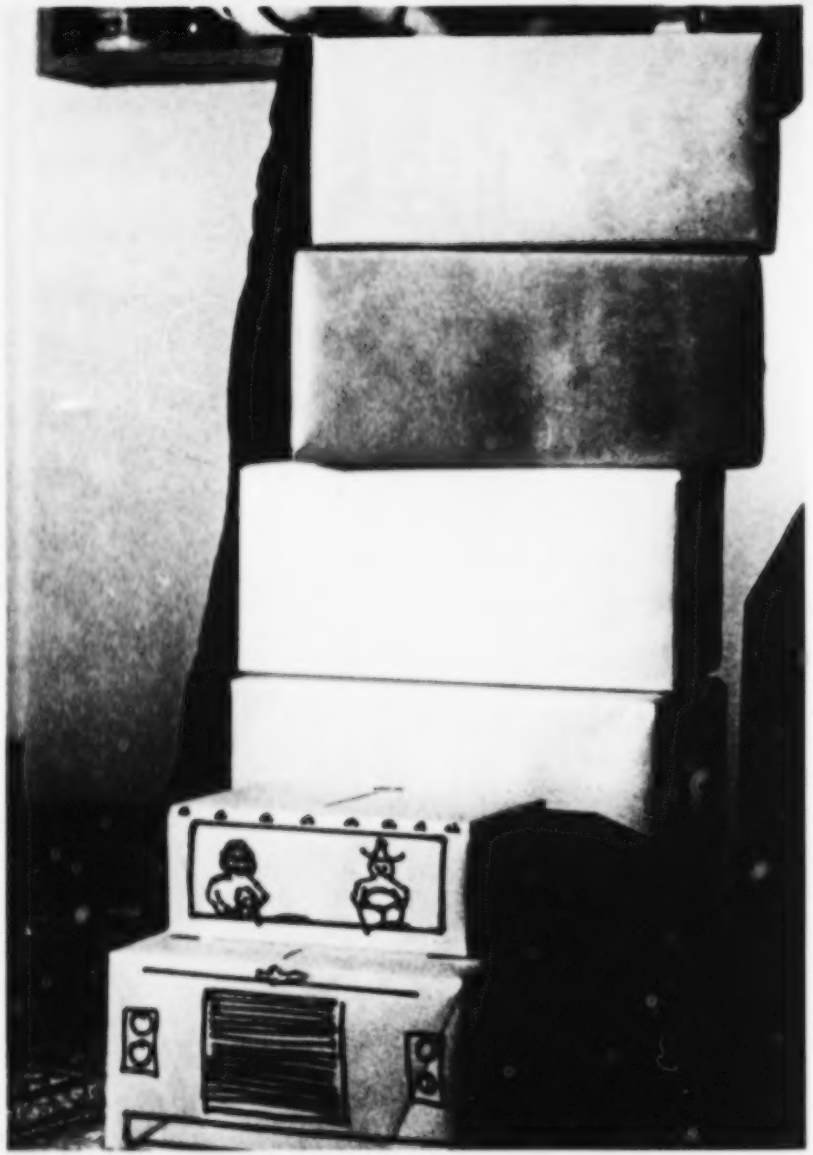

4. ᓴᓇᓗᒃᑐᖅ ᑭᓯᐊᓕᓵᔨᓂᒃ

ᐊᑐᑭᓐᓇᓯᑎᓯ ᐅᑦᐊᑦ:

ᐃᓕ ᒪᓕᒃ ᓄᒥᓂᔅᓂᒃ ᓯᐃᓂᓯᒪᒃ ᐊᒃᓕᓗ
ᐃᒥᓕᓯ ᒃᓄᒥᓂᔅᒪᒃ .

ᐊᖏᓯᓐᑲᑎᕐᓗᒍᓯ ᓇᓗᒥᓐᓂ ᓴᓇᓯᓇᓯᓂᑦ ᓴᓐᑭᓐᓂᒃ ᐱᓇᓗᐊᑎ-
ᓂᐊᓯ ᑕᖏᓂᒃ .

ᐃᓚᐃᒍᓇᓯᓂᑦ :

1. ᐊᓐᓂᑦᑭᓐᓄᑦ ᓄᓇ ᓴᒃ. ᐊᒃᓕᓗ ᓂᐱᑎᓂᒃᓄᑦ ᐊᖑᑭᑦᑎᐊᓯ-
-ᓂᐊᓯᒪᑦ ᓴᒃ.
2. ᐅᓯᓀᓇᓂᓂ, ᐊᓐᓄᐅᑦᓂᒃ ᐱᑕᖏᓯᓯᑦ ᑕᒃ ᓂᐊ ᒪᓯᓐᒃ
ᑲᑎᑎᓂᓄᒃ ᓂᐱᑦᑕᓯᒪᑦᓄᒃ .
3. ᑕᒃ ᓂᐊ ᑭᓯᓯᑎᒃ ᑐᑎᑦ ᐃᓕ ᒪᓐᑭᓇᓯᓂᑦ ᐃᓕ ᒪᒥᒃ ᓴᒥᒃ
ᓯᐃᓯᓯᒪᓐᓄᓂ ᖃᓄ ᓄᓇᓯᑕᒪᓐᓄᓂ .
4. ᑭᓴᐳᒥᒃ ᐱᑕᖏᓯᓯᑦ ᑭᓴᐳᓂᒃ ᑭᓯᓯᑎᒃ ᑐᑎᑦ ᑐᓴᐅᑭᓇᓯᑐᑎ
ᑕᒪᒃ ᓂᐊ ᑭᓴᐃᓂ ᓄᓕᐅᓇᖏᓂᓴᐳᒥᒃ ᓴᐃᒥᒃᓯᒪᓂᒃ <ᐃᓯᓯᓂᒃ
ᓴᓇᓯᓇᓯᑐᑎᑦ ᐊᖑᑭᑦᑎᐊᓯ ᐊᖑᓂᑭᑦ 2, 3, 4.-
-ᓂᒃ ᑕᑭᓂᖏᓯᑦ ᑕᒃ ᓂᐊ ᑭᓴᐃᓯ ᐊᒥᐊᑭᓇᓄᓯᒪᓐᓂᒃ
ᐅᑦᓀᓇᓂᓂ ᓄᓕᑦᓂᓯᑦ .

ᑕᒃ ᓂᐊ ᑭᓯᓯᑎᒃ ᑐᑎᑦ ᖃᐃᐊᒥᓐᓄᐅᑦᓀᓇᓯᓂᑦ ᓄᓇᓯᓄᓕᓂ ᐅᐱᓇᓂᓂ
ᖏᓂᑐᐃᓇᓂᓴ ᐱᓇᓗᐊᑎᓂᓄᐅᑦᓇᓇᓯᑐᑎᑦ ᖏᖏᓂᖏᑦᑕᓯᑦ ᑐᒥᑦ ᑐᓇᓂᓂ ᐅᑦ-
-ᓀᓇᓂᓂ ᖏᓂᑐᐃᓇᓂᓴ ᓴᓇᑐᒥᑦ .

5. ᐃᓱᒪᐅᑎᓕᒪᓂᖅ

ᐊᑐᕐᓇᖅ ᐅᑯᐊ:

ᐅᐃᓂᓕᒥᓂᒃᑕᐅ ᓱᓂᔪᑎᐅᔨ ᑎᒥᖏᓂᒃ ᐅᔨᓴᕐᔪᓂᒃ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐃᓱᒪᐅᑎᓂᖅᓱᓂᒃ ᖃᐅᔨᒪᓂᒃ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ <ᐃᓐᓇᐃᓐᓇᒥᒃ ᑎᒥᖏᓕᒪᓂᒃ ᐅᔨᓴᕐᔪᓂᒃ ᖃᐅᔨᒪᓂᒃ ᓄᓇᕗᒻᒥᐅᓂᖅ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᓴᓇᔨᓴᕐᔪᓂᒃ ᓄᓇᕗᒻᒥᐅᓂᖅ.

ᐊᑐᕐᓇᖅᑐᑎᐅᔨᓴᕐᔪᓂᒃ ᓴᓇᔨᓴᕐᔪᓂᒃ ᓱᓂᔪᑎᐅᔨ ᐱᓕᕆᔨᒃᑐᑦ ᐃᓱᒪᓕᕆᓂᖅ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ.

ᐃᒪᐃᔪᓐᓇᖅᑐᑦ:

1. ᒥᓂᓱᓐᓂᒃᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᒃ ᖃᓄᐃᓇᓂᑦᑕᒧᑦ ᓇᓕᑎᒃ ᑎᓂᒃᑎᐊᓂᒃᑕᒥᓂ ᐃᓕᓴᕐᓂᖅ.
2. ᑕᓱᑎᓂᒃᑎᐊᓂᒃᑕᐅ ᖃᓄᐃᓇᓂᑦᑕᓐᓄᑦ ᓂᐱᑎᓕᓂᒃᑕᐅ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᐃᓕᓴᕐᓂᖅ.
3. ᐊᓱᐊᓂᒃ ᖃᓄᐃᓇᓂᑦᑕᒃ ᐊᓐᓄᒃᓄᓱᑐᑎᓂᒃ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐃᓕᓴᕐᓂᖅᑕᐅᒃᑐᑦ ᑎᑎᕋᐅᓂᖅ.
4. ᐊᓐᓀᓕᖅᓴᓂᑦᑐᓂᒃᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐃᓕᓂᒃ ᓴᓇᕐᑕᓂᑦᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᓕᒃ ᓇᓪᓕᓱᓂᑦᑕᒥᓂ ᓄᓇᕗᒻᒥᐅᓂᖅ.
5. ᑕᓐᓇ ᐅᐃᐊᖃᓇᓂᑦᓴᐅᒪᔨᓴᕐᔪᓂᒃ ᐃᓱᒪᐅᑎᓂᒃ ᑭᓇᐅᔭᕐᓂᖏᓐᓇᖅᑐᒥᒃ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᓱᓕᔪᓂᒃ ᓱᓂᔪᑎᐅᔨ ᓄᓇᕗᒻᒥᐅᓂᖅ.
6. ᓱᓂᔪᑎᐅᔨ ᐊᐅᓚᓱᓂᓕᔪᓂᒃ ᖃᓄᐃᓇᓂᑦᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᖃᓄᐃᓇᓂᑦᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᓕᒃᑐᑦ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐃᓕᓴᕐᓂᖅ.

ᑕᓐᓇ ᓴᓇᓂᒃ ᐃᓚᐅᑕᓐᓇᓂᒃᑕᐅ ᓱᓂᔪᑎᐅᔨᑐᒃ ᖃᓄᐃᓇᓂᒃ ᐃᓱᒪᐅᓱᑕᓐᓇᓂᒃᑕᒥᓂ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ.

ᐃᓚᐃᔪᓐᓇᖅᑐᑦ:

1. ᒥᓂᓱᓐᓂᒃᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᒃ ᖃᓄᐃᓇᓂᑦᑕᒥᓂ ᓇᓕᑎᒃ ᑎᓂᒃᑎᐊᓂᒃᑕᒥᓂ ᐃᓕᓴᕐᓂᖅ.
2. ᑕᓱᑎᓂᒃᑎᐊᓂᒃᑕᐅ ᖃᓄᐃᓇᓂᑦᑕᓐᓄᑦ ᓂᐱᑎᓕᓂᒃᑕᐅ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᐃᓕᓴᕐᓂᖅ.
3. ᐊᓱᐊᓂᒃ ᖃᓄᐃᓇᓂᑦᑕᒃ ᐊᓐᓄᒃᓄᓱᑐᑎᓂᒃ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐃᓕᓴᕐᓂᖅᑕᐅᒃᑐᑦ ᑎᑎᕋᐅᓂᖅ.
4. ᐊᓐᓀᓕᖅᓴᓂᑦᑐᓂᒃᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐃᓕᓂᒃ ᓴᓇᕐᑕᓂᑦᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᓕᒃ ᓇᓪᓕᓱᓂᑦᑕᒥᓂ ᓄᓇᕗᒻᒥᐅᓂᖅ.
5. ᑕᓐᓇ ᐅᐃᐊᖃᓇᓂᑦᓴᐅᒪᔨᓴᕐᔪᓂᒃ ᐃᓱᒪᐅᑎᓂᒃ ᑭᓇᐅᔭᕐᓂᖏᓐᓇᖅᑐᒥᒃ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᓱᓕᔪᓂᒃ ᓱᓂᔪᑎᐅᔨ ᓄᓇᕗᒻᒥᐅᓂᖅ.
6. ᓱᓂᔪᑎᐅᔨ ᐊᐅᓚᓱᓂᓕᔪᓂᒃ ᖃᓄᐃᓇᓂᑦᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᖃᓄᐃᓇᓂᑦᑕᒥᓂ ᐃᓱᒪᐅᑎᓂᓕᒃᑐᑦ ᐊᐪᓇᖅ ᓄᓇᕗᒻᒥᐅᓂᖅ ᐃᓱᒪᐅᑎᓂᖏᓐᓂᒃ ᐃᓕᓴᕐᓂᖅ.

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6. ᐊᓕᓐᑲᒃᑎᑐᓂᓗ ᐱᓕᔪᐊᓘᐃᒃ

ᐊᑐᕐᓇᓂᑦ ᑕᓪᓕᐊᓂ:

ᖃᒪᓂᕐᒥᓘᒥᓄᑦ, ᑕᖅᑲᓘᓚᒥᓄᑦ, ᐊᓂᓕᓴᐃᓂᖅ ᓄᓇᓕᑎᐊᑎ-ᖃᓂᑐᐃᓂᖅ, ᑕᓂᓪᓕᖅᓂᑦ <ᐃᓂᒋᓂᖅ ᓴᓇᐃᔪᐊᓂ ᐃᖅ ᓴᓇᓗᓇᓂᑦ ᓂᐱᓴᕐᓂᓗᓐᓂ.

ᐃᓚᒍᓇᓂᑦ ᑐᑭᓯᓂᖅ:

1. ᓴᓕᓴᓐ ᐊᐃᓂᑐᕈᐃᑕᖅ ᑎᑭᒍᖅ ᓴᒥᓂᓂᖅ ᐊᓂᓕᑐᖅᓂᑐᓂ-ᓂᐊᓂᑐᕐᓗᓂᖅ ᐊᓯᑎᓯᑕᑎᒍᓇᓂᐊᓂᑐᓂ ᑭᓴᓂ ᐊᓂᓕᑐᖅᓂ-
-ᑐᕐᓇᓂᓂᐊᓂᖅᓯᓂ? ᑕᖅᑕᑎᒍᓇᓂᐊᓂᒃ ᓂᓴᓯᑕᓂ-
-ᐃᖅ ᓴᓯᑎᒥᔪᐊᓂᖅ ᐊᓂᓕᑐᖅᓂᑐᐃᔪᐃᔾᔪ ᑕᓂᓕᓴᓂᓂ ᐃᓂᔾᔪ ᐊᑐᓂᓯᐅᓂᖅ. ᐊᓂᓕᑐᖅᓂᑐᐃᔪᐊᓂᐊᓂᒃ ᐊᐅᓂᓯᓂ-
-ᑎᓂᓂ ᐊᓇᕆᑕᕈᓕᓇᓂᖅ ᑕᓂᓕᓴᓂᓂ ᓇᖅᓴᓂᒃᑕᓇᓇᖅ-
-ᑐᓂᖅ ᐊᐅᓂᓯᓂ ᐃᓂᔾᔪ ᓄᒥᑕᐅᑎᓂᓇᔪᐊᓂᖅ ᔭᓇᓂ ᑕᓂᓪᓕᖅᓂᑦ ᓇᖅᑐᓂᖅ ᐃᓄᖅᑲᓇᐃᓕᓐᓂᑦ.
2. ᒪᓕ ᑯᐊ ᐊᓂᓕᑐᖅᓂᑐᓕᕆᓂᕐᓂᒃᑯᓂ ᓴᐱᑎᔪᐊᓇᓂᒃᑯᓂ <ᐃᓂ-
-ᓯᓂ ᔪᓂ ᑕᖅᑲᓘᓚᒥᓂᓴᓂᐊᓂᓗᓂᔭᓂ ᑕᓂᓕᓴᓇᓂᓂ ᓇᓇᓇᔪ-
-ᐊᓂᐃᖅᓇᓂᓂ <ᐃᓂᒋᓂ ᔪᓂ ᒪᓕ ᑯᐊ ᐊᓂᔨᑎᖅᓂᑐᓂ ᓄᐊ-
ᑕᐅᓇᓇᓂᑐᓂ ᑲᑎᑎᓂᓗᓂᖅ ᐱᖅᑎᖅᓂᑦ ᓂᓴᓯᑕᑎᒍᓇᓂᐊᓂᑐᓂ ᐃᓂᔾᔪ ᐃᓚᑕᑲᓴᐃᔪᐊᓂᖅ, ᐊᓂᓕᑐᖅᓂᑐᐃᔪᐊᓂᐊᓂᒃ ᑐᓂ ᐃᓄᑦᓇᓂ, ᑕᓂ-
-ᓴᓇᓂᓂ ᑭᓯᑐᐃᓇᓇᓂᖅ.

ᒪᓇᓇᓂᒃ ᓇᓇᓂᓐᓂ ᐃᑲᔪᖅᓇᓂᑐᓐᓂ ᐃᓕᓴᒃ ᓴᓯᐅᑕᑎᑕᐅᓚᓂᓂ ᐊᓂᓕᑐ-
- ᖃᓂᑐᐃᓂᓂᓂᒃᑲ ᓇᑕᕆᔨᑕᑲᓴᐃᓇᓂᑐᓐᓂ ᑭᓯᑐᐃᓇᓇᓕᖅᑕ-
-ᓂᒃ ᓇᑭᓂᓗ ᓇᓂᕆᐅᔪᐃᓇᓂᒪᓂᑕ ᑭᓯᓂᓗ ᐊᑐᓂᑕᑲᕆᔨᒪᓂᑕ ᖃᓄᐃᓇᓇᓕᖅᑕ-
ᖃᓄᐃᓇᓇᓂᑐᓂᓗ.

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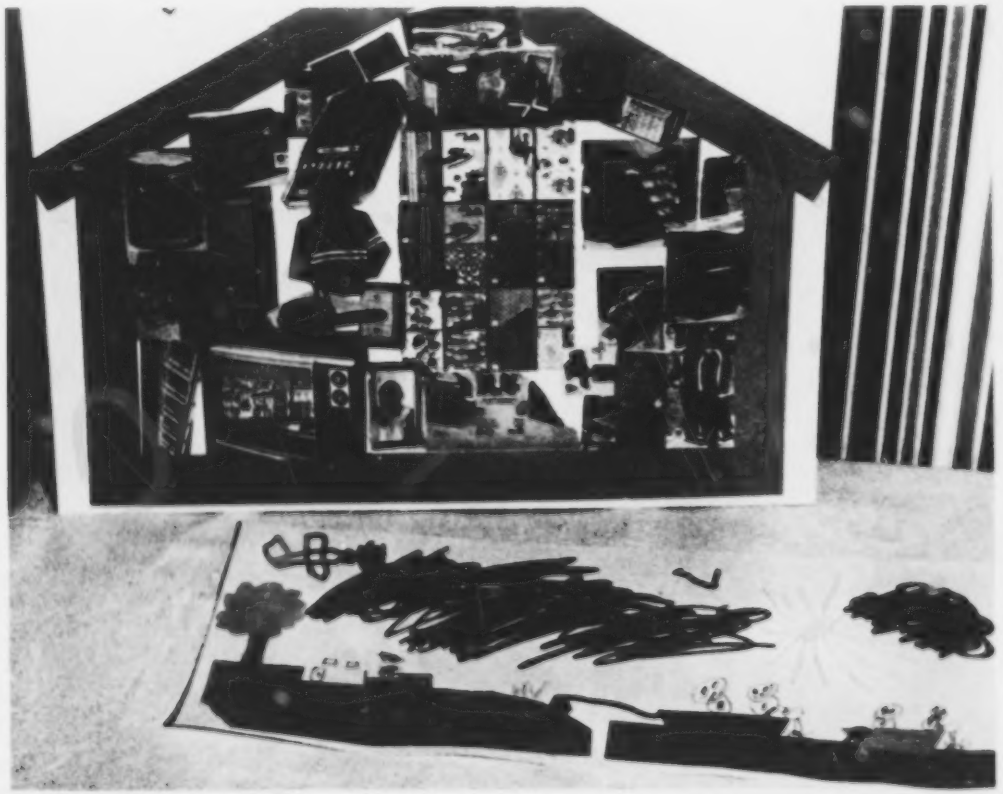
7. ᓄᐊᑎᑭᔨᑦᑕᓂᖅ ᓴᓇᔨᐊᓕᒐᓴᐅᑦ

ᐊᑐᑭᓐᓇᖅᑎᑦ ᐅᓄᐊᑦ:

ᓂᐱᓕᑦ, ᖃᒥᖅᑭᐊᒪᑦ, ᐊᑦᓂᑭᑦᓴᐅᒃ ᓄᑦᖃᖏᑦᑐᑦ,
ᐸᐃᖅᐸᓗᒃ.

ᐃᒪᐃᔪᓐᓇᖅᑎᑦ:

1. ᓴᑭᓕᓐᓂ ᐅᖃᐅᑎᓄᔪᒍ ᓂᐱᑎᑦᑎᕗᔪᒍ ᐸᐃᖅᐸᖅᑕᒪ ᖃᒥᒥᓐᓇᖅᑐᒃ, ᐃᓐᓇᓐᓇᖅᑐᒃᓗ, ᐃᒃᓗᓐᓇᖅᑐᒃ ᐅᖅᑕᓐᓂᑦ ᐃᖃᖅᖁᓐᓇᖅᑐᒃ ᐊᒃᒪᓗ ᐊᑐᓵ-ᖃᔪᒪᑐᐃᓐᓇᖅᑎᑦᓂᖅᑐᒃ ᐸᐃᖅᐸᖅᑕᒪᒃ ᓂᐱᑎᑦᓄᓗᑦ. ᑕᓐᓇ ᓴᓇᓐᓇᔨᐊᓕᒐᓂᖅᑐᒃ ᓄᑦᖃᑕᒥᓂᖅᑐᑦᑎᓐᓄᑦ ᓄᓇᕗᑦ-ᓂᓕᔪᓂᖅᑐᒃ ᑲᓇᑕᑐᐃᓐᓇᖅᑎᑦᓂᖅᑐᒃ, ᐊᒃᒪᓗ ᐊᑐᖅᑭ-ᒪᔭᒃᑐᐃᓐᓇᖅᑎᑦᓂᖅᑐᒃ ᐊᑦᓂᑭᑦᓴᐅᒃ ᐊᑐᖅᑭᒪᑦ ᐸᐃᖅᐸᖅᑕᒪᒃ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐊᑐᖅᑭᒪᑦ ᐸᐃᖅᐸᖅᑕᒪᒃ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ.
2. ᑕᓐᓇ ᓴᓇᔨᕐᓂᑦᑎᓐᓄᑦ ᓂᐃᓐᖏᑦᓗᒍ ᐊᐅᓚᓕᑦ ᑕᑯᔨᕐᓇᖏᑦᑕᑦᓂᖅᑎᑦ.



8. ᐊᒥᐊᑎᓂᓗᓂ ᐱᖃᓗᐊᓕᐅᑦ

ᐊᑐᕐᓇᖅᑐᑦᑐᒃ ᐅᓄᐊ: ᐸᐃᑦᐸᖅ ᓯᑎᕐᖅ, ᐊᓂᒋᕆᔨᒃ, ᐊᒥᐊᕈᑎᑦ ᐅᑦᓯᓇᓐᓂᑦ ᐸᓂᑦᑐᑦ ᐊᒥᐊᕈᑎᑦ.

1.

ᐊᓱᑦᓇᕐᓂᑦᑐᖅ ᓯᕈᓯᖅ ᐃᓕᓇᓂᐊᑦᑎᒃ ᓄᐃᐅᒃ ᐊᒥᐊᓂᒃ ᑕᓄᓇᒥᒃ ᖃᐅᔨᒪᑦ, ᐊᓇᓄᖁᓇᓇᓂᑦ, ᓄᑦᖃᓇᓇᓂᑦ, ᐃᓕᖅᖃᓇᓇᓂᑦ ᐅᓚᓐᔪᐃᓇᓇᓂᑦ ᐊᒃᒪᓗ ᑭᓯᓂᐊᓇᐃᑦ.

2.

ᐱᐅᓂᑦᐸᐃᔪᖅᑐᖅ ᓯᔨᓕᓐᓂᑦᐸᒃ ᐊᑕᐅᓯᑦᒪᒃ ᐊᓕᒪᒃ ᐃᓕᓇᓂᐊᑦᑎᒃ ᐃᓕᓴᐅᓂᑦᑐᑦ ᐃᓚᐃᑦᑐᒃᓴᓂ ᐊᒥᐊᑦᑎᐊᕐᑐᒃᓴᓂ ᐊᐅᓚᑦᑐᒃᓴᓂ, ᖃᓄᓯᓂᑦᑐᒃᓴᓂ, ᐊᐅᓚᕐᒥᒃᑐᒃᓴᓂ, ᐅᓪᓗᕈᓘᔪᒃᑐᒃᓴᓂ, ᐅᖃᓗᐊ ᐊᒥᐊᑦᑎᒃ ᐃᓕᓇᓂᐊᑦᑎᒃ ᐊᐅᓚᑦᑐᒃᓴᓂ, ᐃᓅᓯᕐᓗᒃᑐᒃᓴᓂ, ᐊᐅᓚᕐᒥᒃᑐᒃᓴᓂ ᐊᒃᒪᓗ ᓴᓇᕐᓂᑦᑐᖅ.

3.

ᖃᓄᖅᓯᓇᑦᑎᓂᑦ ᐊᒥᐊᓂᒃ ᐸᐃᑦᐸᑦᑐᒃ ᐃᓕᓴᐅᓂᑦᑐᑦ ᐊᒥᐊᓂᒃᑎᓂᓗᐊᑦᑎᒃ ᑕᓄᓇᒥᒃ ᓯᕈᓯᖅᓄᑦ. ᐊᓂᒋᕆᔨᒃ ᑐᑦᓯᓇᓐᓂᑦ ᓯᕗᓪᓕᖅᐹᒥᒃ ᓄᓇᓕᖕᒥᒃ ᐊᒥᐊᕈᑎᓄᑦ ᐅᑦᓯᓇᓐᓂᑦ ᐊᒥᐊᓂᒃᑎᓂᓗᐊᑦᑎᒃ ᐊᓂᒋᕆᔨ

9. ᓂᕐᒥᐅᔨᓪᓂ ᖃᐅᔨᓴᓐᓇᖅ

ᐊᑐᕆᓐᓇᕐᑎᑦ ᐅᓄᐊᑦ:

ᐊᒃᑲᒥᕐᑐᑦ ᑐᕐᒪᑦ ᓂᕐᓯᑲᕐᑎᑦ ᐃᓕᐃᑦᓂᕐᓯᐅᑦᓂᐊᑦᑕᖏᓐᓄᑦ ᒪᓕᓪᑎᑦ.

ᐃᒪᒍᓐᓇᕐᑎᑦ:

1. ᓯᕗᓕ ᐃᑲᔪᕈᒪᓕᒍᒪᒃᒪᑕ ᓂᕐᓯᐅᑦᑐᒥᓐ ᐃᑲ-ᔪᕐᑎᒍᓐᓇᕐᑎᑕᐃᑦ ᐃᕙᓚᕐᑎᑦᑐᓗᒍ, ᐅᓐᑐᕐᑎᑦ-ᑐᕐᒥᓐ ᐊᒃ ᒍᐃᑎᑦᓗᒍ ᐊᒃᒪᓗ ᓂᑎᑦᐃᒃᒥᓐ ᐊᖏᓐᑲᓐ ᓂᕐᓯᐅᑦᒥᓐ.
2. ᐃᑲᔪᕐᓇᕐᓂᓐᓄᑦ ᓇᒃᒥᓂᖅ ᑎᓪᓗᐅᑦᑎᑦᓗᒍ ᐅᑦᔨᓇᓐᓂᑦ ᓇᐅᐅᔪᓂᐅᑦᑎᑦᓗᒍ.
3. ᐅᖃᐅᑎᑦᑎᐊᑦᒥᒃᑐᓗᒥᑦ ᐱᓕᑎᑦᖢᑦ ᓴᓐᒪᒪᓴᐃᒃ-ᓗᒥᑦ.

ᓂᕐᓯᐅᑦᓂᕐᒪᑦ ᓯᕗᓕ ᐃᓕᓐᓂᕐᓯᐅᓇᕐᓂᑦ ᓂᑎᔨᖅᑕᒥᓐᓇᕐᓯᐅᓇᕐᓂᑦ ᐅᖃᑦᑎᑦᓂᕐᓯᐅᓇᕐᓂᑦ, ᐊᒃᒪᓗ ᖃᖅᑲᓂᕐᓯᐅᓇᕐᓂᑦ ᐅᖃᑦᑎᑦᓂᕐᓯᐅᑦᓂᑦ, ᐊᒃᒪᓗ ᐊᒃᑲᒥᕐᑐᑦ ᓂᕐᓯᐅᑦᑐᒥᓐ.

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10. ᓂᐱᓕᐅᔪᓐᓇᓂ ᓱᓕᔪᑐᑎᒻ ᓄᑦᐳᑦᓴᑎᒻ

ᐊᑐᕈᓐᓇᕐᓂᖅ ᐅᓂᐊᖅ:

ᐊᑕᐅᓯᖏᑦ ᓄᑦᐳᑦᓴᐅᑦ ᖃᓄᖅ ᐊᑕᐅᓯᖏᑦ ᖃᓄᐃᑦ ᑕᓪᓕᖅᑕᖏᑦ ᓯᔪᓐᓇᖏᑦ
ᖃᓄᐃᑦ ᑐᑐᐃᓐᓇᐃᓐᓇᖅ.

ᐃᓚᐃᔪᓐᓇᕐᓂᖅ:

1. ᓄᑦᐳᑦᓴᕐᓄᑦᓂᓗᓂ ᒪᓕᒃᖏᓂ ᒪᓕᓐᓂᑐᓂ ᑕᕐᔪᓂ ᐅᖓᓄᓂ ᐊᖏᔪᒥᐅᓐ ᒪᓐ ᓄᐅᓴᕐᓗᐅᓐ ᐅᕐᔪᓐᓇᕐᓂ ᒥᓂᕐᓂᓐ ᒪᓐ ᓄᐅᓴᕐᓂᑯᓐ ᐃᓄᐊᓄᖓᐳᐅᑎᓂᑦ ᓯᕗᓂ ᖃᓄᐃᑦ ᑐᑐᐃᓐᓇᐃᓐᓇᖅ ᓄᑦᐳᑦᓴᕐᔪᑦ ᔪᑦ ᐃᒥᖓ ᑯᐃᓚᐅᓄᔪᓐᓇᕐᓂᖅ ᓯᕗᓂ ᖃᓄᐃᑦ.
2. ᓂᓐᓚᓄᖃᑦ ᑐᐃᖃᑎᒌᓂᓄᔪᓐᓇ ᐃᓐᓴᕐᕿᓚᓚᓂᓐᓄ ᓄᓪᒪᒪ -ᓯᓚᑎᐊᑎᓄᔪᓐᓇ.
3. ᓄᑦᐳᑦᓴᖅᑕ ᐱᓴᑎᕐᓚᑦ ᐱᓚᕐᓄᔪᓐᓇ ᐃᓐᓄᔪᐊᓄᖓᓴᕐᑎᑦ - ᓄᔪᓐᓇ ᑕᓐᓄ ᑯᐊ ᓯᕗᓂᖃᑦ ᖃᖓᓄᑦᓂᐊᕐᓂᒪᑕ ᐊᓪᒪᓗ ᑕᐃᓐᓄᓂ ᑯᐃᔪᖅᑐᑦᓴᐃᑦ ᐃᓚᖓ ᓯᕗᓂᖃᑦ ᖃᖓᓄᑦ ᑯᐃᔪᖅᑐᑦᓴᐃᑦ ᑯᐃᔪᓐᓇᐃᓐᓇᐅᓄᑦ ᓄᑦᐳᑦᓴᕐᓄᑦ ᑯᐃᔪᓐᓇᕐᓂᖅ ᓄᑦᐳᑦᓴᕐᓂᑦ ᑯᐃᔪᓐᓇᕐᓂᑦᑎᓐᓄᑦ.

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11. ᓴᖅᑭᑐᓴᖅᓯᒪᔪᓂᖅ ᓚᓗᒍᒃ

ᐊᑐᕐᓂᓐᓇᖅ ᑕᑎᖅ ᐅᑯᐊ:

ᐊᑕᐅᓯᖅ <ᓂᑲᒃ ᓂᖏᒧᒃ ᐃᓕᒃ ᓴᒥᒃ ᐃᒪᒃ ᐊᑎᖏᖅᑐᖅ (cornstarch) ᐋᒪᓗ ᒪᖅᑭᐊᖅᑎᖅᑐᓗᒍ <ᓂᑲᒃ ᑕᑎᐅᖅᒥᒃ ᐊᑕᐅᓯᖅ ᐋᒪᓗ 1/3 <ᓂᑲᒃ ᓂᒃᓕᓇᖅᑐᒥᒃ ᐃᒥᖅᒥᒃ.

ᐃᒪᒍᓐᓇᖅᑐᑎᖅ:

1. ᑕᑎᐅᖏᖅᑐᓗᒍ<ᓂᑲᒃᐅᖅ ᐊᖅᓯᑎᓕᓗᖅᑐᑦ ᑕᖏᓐᓇᖅᑐᒥᒃ ᐃᒥᖅᒥᒃ <ᒥᐅᓕᖅᓴᖅ ᒪᖅ ᑎᑎᕐᓂᖅᑐᓗᒍ.
2. ᐃᓕᓴᖅᒥᑐᓗᒍ ᓂᖏᒧᒃ ᐃᓕᒃ ᓴᒥᒃ (cornstarch ᒥ) ᐋᒪᓗ ᐃᒪᖓ ᐊᒥᐊᒃ ᑯᒥᕋᖅᑐᖅ ᑯᐃᖏᓐᓂᐅᑎᓗᒍ ᐃᖅᓯᓕᒃ ᑎᑎᖅᑐᖅ.
3. ᑕᒃ ᑯᐊ ᑲᑎᑎᖅᓗᒥᒃ ᐋᒪᓗ ᒪᖅᑕᐅᓕᐅᑕᖅᓗᒥᒃ <ᓂᑲᓂᒃ ᐱᖓᓕᐊᖅᑎᖅᓂᖅᖢ.
4. ᑕᒃᓇ ᓕᑕᓕᖅᑐ ᓴᓇᒃᓴᐃᔪᒃᓇᖅᑐᖅ ᖃᓄᑐᐃᒃᓇᖅ ᐊᓂᒃᑲᓕᑕᐅᓕᖅᑐᖅᑐᒥᒃ ᑭᓕᑕᐃᒃᓇᖅ ᐊᓂᖅᓯᐊᑎᓗᒍ ᐃᑲᖅᑕᐅᓕᖅᑐᒥᒃ.
5. <ᓂᑲᒃ ᐋᒥᐊᓂᖅᑎᓗᒍ ᑕᑯᒥᓇᖅᓯᓂᐅᖅᓯᒪᖅ.
6. ᑕᒃᓇ ᐋᒥᐊᒃ ᑯ >ᖅᓗᒍ ᑭᓯᑐᐃᒃᓇᖅ ᒪᓕ ᓚᑐᓴᑦ ᒪᓕ ᓴᓇᐊᒃ ᑯᐃᐃᓕᒃ ᓂᑦᓂᓇᖅᑐᒥᒃ ᖃᓄᑐᐃᒃᓇᖅᑐᒥᒃ ᖃᓄᖅᑲᖅᓯᒪᓂᓗᒍ ᖃᓄᑐᐃᒃᓇᖅ ᐊᑐᓂᖅᑎᓗᒍ.

ᑕᒃᓇ ᓚᖅᑕᐅᓕᖅᑐᖅ ᓂᑭᒥᖅᑎᑎᕐᓂᖅᓚᖅᑕ ᐋᒪᓗ ᓴᓇᓚᖅᑎᓂᓂ ᐅᖅᑯᓂᖅᑕ ᐊᑐᕐᓂᐃᒃᓇᖅᑐᖅ ᑐᓴᕐᓂᖅᑕ ᓴᓇᐅᖅᓯᓂᖅᑐᖅ ᐃᓚᖅᑎᑦᓯᐊᖅᑐᖅ ᐃᓚᖅᑎᑦᓯᐊᖅᑐᖅᑐᒥᒃ ᐊᑐᖅᑕᐅᓯᖅᑐᖅ ᐃᓚᖅᑎᑦᓯᐊᖅᑐᖅᑐᒥᒃ

12. ᐃᖏᑦᑎᓂᖅ

ᐊᑐᕐᓄᑦ ᓇᑦᑕᑎᑦ ᐅᔪᐊ:

ᓯᕗᓪᓕᖅ ᐊᑕᐅᓯᖅ ᐃᓄᓇᑦ ᓗ ᐊᑕᐅᓯᖅ

ᐃᒪᐃᔪᓄᓇᑦᑐᑦ :

ᓯᕗᓪᓕᒥᑦ ᑎᔨᓯᓗᑎᑦ ᐃᖏᑦ ᓗᔪ. ᑕᓄᐊ ᐱᐅᓴᒪᒪᑎᐅᖅᓯᒪᑦ
ᐊᑐᖏᑦ ᑕᑦ ᓗᔪ ᖃᐅᑕᒪᑦ ᓯᕗᓪᓕᒥ ᓇᒃᓕᒥᓴᐅᓂᑦᒥᖅᓄᑦ
ᖃᐅᔨᒪᓯᔪᖅ ᒪᑕ ᐊᑎ ᐊᓴᑎᓯᐅᑎᖏᑦ ᑕᐅ ᑭᑦ ᐃᖏᖏᑦ ᑕᑦ ᓗᒥᑦ
ᐃᖏᑎᑦ ᑐᑭᓯᓂᐅ ᑕᒪᑦᓂᐅ ᓴᐃᐊᓯᖏᑎᒥᖅ ᓂᐊᑦ ᐊᑐᓂᐅ
ᐅᑦ ᓗᒥ ᐃᖏᑦ ᑎᓕᑎᑦ ᓯᕗᓪᓕᒥᑦ .

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13. ᐅᓂᒃᑲᓕᕐᔪᓂ ᖁᐅᕈᒥᖅ ᐊᑐᕐᓇᑐᒥᐅᑎ

ᐊᑐᕐᓇᖅ ᑕᒪᓐ ᐅᓄᐊ:

ᐸᐃᖅᐸᓪ ᓴᓇᖅᓯᒪᓂᖅ ᐃᓐ (ᓂᐅᐃᖅᓯᐃᖅ ᐃᓕᖅᑎᑦ ᓂᐅᐃᕈᒪᔪᖅ ᓄᐃᓐ ᐸᐃᖅᐸᓪ ᐊᑐᕐᐸᓂᖅ ᑲᑎᒪᓂᖅ ᐊᒃᓚᓄᕈᑕᐅᓯᓗᑦ ᐊᒃᓚᓄᕈᑕ-ᑕᐅᓯᑦ ᑕᒪᓐ ᖃᓄᐃᑦ ᓄᐃᖅᓴᐅᓐ ᓴᓇᖅᓴᐅᓐ ᑕᐃᒪ ᐃᒃᑎᑦᓂᓐ ᖃᒥ-ᖁᓕᐊᓕᐅᑕᐅᓇᖅᓯᓂᑦ .) ᐊᒃᓚᑕᒪᖅᑐ ᓄᑖᖓᑦᑐᖅ ,

ᓂᐱᖅᑎᑦ , ᐊᒥᐊᓕᑎᑦ .

ᐃᒪᐃᔪᓇᖅᓯᓂᑦ :

ᓴᓕᓴᕐᓂ ᐃᑲᔪᖅᓗᔪ ᐅᓂᒃ ᑲᓕᐅᕐᓯᑦᓗᔪ ᖃᓄᐃᓕᑐᑐᐃᓇᖅᓯᓂᒃ ᐅᓂᒃ ᑲᑎᒥᓇᖅᑐᒃ . ᐅᕙᓪᓕᖓ ᑎᑎᖅᓗᔪ ᐃᓕᓴᐊᓂᕐ ᐊᐱᑎᓗᔪ " ᖃᓄᖅᓴᐅᓐ ᐅᖃᓕᒪᐃᑦ ᐊᐅᓚᓕᓴᓕᓴᐅᑎᓂᒃᑲᐅᔭᖅᓂᒃ ᐅᕙᓚᓐᓂᑦ ᖃᓄᐃᓐᓇᖅᓯᓂᒃ ᔮᐃᐊᓕᓂᖅᓴᐃᓇᖅᓯᓂᒃ ᐊᑐᓐᓂᖅᓴᐃᓇᖅᓯᓂᒃ ᐱᐅᒃ ᐊᑐᓐᓂᖅᓴᐃᓇᖅᓯᓂᒃ " ? " ᓄᖅᓱᒪᑦ ᔮᐃᐊᓕᓂᖅᓴᐃᓇᖅᓯᓂᒃ ᐊᑐᓚᐅᑦᓂᒃ ?" ᑎᑎᕋᑦᓗᔪ ᓴᓇᖅᓯᐅᑦ ᐅᖃᐅᔨᖓᔪᖅ ᓴᓇᖅᓯᓂᖅ ᑎᓪᓗᓂ ᑕᑦᓯᓂ ᐅᓂᒃ ᑲᕋᑕᑦᑕᒥᓂᖅᓗᓂ ᐊᓂᐅᓚᐅᖅᓯᒪᓂᒃ ᔮᐃᐊᓕᓂᖅᓴᐃᓇᖅᓯᓂᒃ ᐊᐅᓚᓕᓴᓕᓴᐅᑎᓂᒃᑲᐅᔭᖅᓂᒃ .

ᑕᓐᓇ ᖃᒥᐅᔪᓚᐅᒃ ᐃᓐᓇᒃ ᐊᑐᕐᓇᖅᓯᓂ ᔪᓂᒃ ᓴᓇᖅᓴᐅᓐᓂᑦ ᑕᒥᓂᕐᖁᓂᒃ ᐱᐅᒃᓯᓂᒃ ᐊᒥᐊᓂᑦ ᑕᒥᓂᕐᖁᓂᖅᓴᐅᓂᓗ ᐅᓕᕐᓚᓐᓂᑦ ᑕᑦᓯᓂ ᐸᐃᖅᐸᓪ ᓄᓇᓕᒫᖅ ᐊᐅᓚᓕᓴᓕᓴᐅᑎᓂᒃᑲᐅᔭᖅᓂᒃ . ᐱᓕᔪᐃᓇᖅᓯᓂᒃ ᑕᑦᓯᓂ ᐊᒃᑐᐸᖅ ᓕᒫᓂᖅᓯᒪᓂᖅ ᓕᐅᕐᓚᓐᓂᑦ ᐱᐅᒃᓯᓂᒃ ᐱᓕᔪᐃᓇᖅᓯᓂᒃ ᐱᐅᒃᓯᓂᒃ ᐊᓂᐅᓚᐅᖅᓯᒪᓂᒃ .

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14. ᐊᓪᓚᓗᑭᒍᓐ ᐱᖓᔪᐊᓂᖅ

ᐊᑐᑭᓐᓇᖅᑎᑦ ᐅᖃᐅᔾ:

ᖃᐃᖅᖃᓕᒃ, ᑎᑎᕋᐅᑎ, ᐊᒥᐊᑭᑎᒋᔭᐅᓂᖅ

ᐃᓚᐃᔪᐅᓇᖅᑐᑦ:

1. ᒪᖅᑭᐅᓂᒃ ᐊᓪᓚᓗᑭᑕᒃ ᓴᓇᒥᖅ ᖃᐃᖅᕿᖅᒥᒃ.
2. ᓱᑭᓱᐅᖅ ᑲᑎᑎᔪᐅᓇᖅᑐᑦ ᑎᑎᕋᐅᓚᒍ ᐅᖅᓯᔭᐅᓂᖅ ᐊᒥᐊᑭᓚᒍ.

ᑕᐅᓇ ᐱᐅᓚᒪᑎᐅᑐᓴ ᐃᓕᐅᓂᐊᑭᑦ ᓱᑭᓱᖅᓯᒍ ᓱᑭᓱᓴ ᑎᔪᒥᐊᑭᐅᓇᓕᑦᖢᖅ ᑎᑎᕋᐅᓚᒥᒃ ᐅᖅᓯᔭᐅᓂᖅ ᐊᒥᐊᑭᒥᒃ. ᑕᐅᓇ ᐃᑲᐊᑭᐅᓇᖅᑐᓴ ᑲᑎᑎᖅᓯᒪᓂᖅᑐᒃ ᑎᑎᕋᐅᓚᒍ ᒪᖅᑭᐅᓂᒃ ᐊᓪᓚᓗᑭᑕᒃ ᐊᑐᖅᖢᓂᖅ.

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15. ᐊᓂᔪᖅᓱᒪᓕᕐᓂᖅᓯᒪᔪᖅ

ᐊᑐᕐᓇᖅᑎᑦ ᐅᓄᐊ:

ᐊᒃᓄᕐᓂᑦ, ᕿᐱᒥᓂᑦ ᐅᑦᔨᓐ ᐊᒃᓭᕈᑎᒥᓂᑦ, ᐊᖏᓚᓐ ᓇᖏᒃ ᔫᐊᖅᒥᓂᒃ, ᐅᓴᒥᐅᓂᓄᓂᑦ, ᓯᐅᖏᒥᐅᑕᓂᒃ ᓗᓂᑦ ᓇᓱᕈᖅᒥᓂᑦᓗ.

ᐃᓚᐃᔪᓄᓇᖅᑐᑦ:

1. ᓯᕗᓪᓕᖅ ᐊᑐᕐᓗᓴᕐᕕᓄᓇᖅᑐᑦ ᖃᓄᑐᐃᓄᓇᖅᑐᑦ ᐊᒃᓂᒋᓯᐅᑦᑎᐊᖅᑐᑦ ᓗᓂᑦ, ᐊᓯᖏᑦᑎᐊᖅᑐᑦ ᑕᒪᓐᓇ ᖃᐅᔨᓇᓄᑦᑐᑦ ᓯᕗᓪᓕᖅ ᒪᑉᐊᓯᐅᑎᓗᓂ ᐊᖏᓚᓐ ᐃᓕᓴᕐᕕᓂᖅᓯᒪᓗᓂ ᕿᓚᒃ ᓯᕗᓪᓕᕐᓂᒃ ᐊᖏᓚᓐ ᐃᓯᕈᑎᓯᓯᓂᒃ ᓯᕗᓪᓕᕐᓂᒃ ᐊᒃᓯᓯᓗᒃ ᓯᕗᓪᓕᖅᓯᒪᓂᖅ ᐃᓕᓴᕐᕕᓂᖅᓯᒪᓂᒃ ᐃᓯᒪᒋᔭᒃ ᐃᓄᐃᑦᑎᓯᓯᓂᒃ ᐊᒃᓯᓯᓗᒃ ᐊᑐᕐᓇᖅᑐᑦ ᐊᒃᓄᕐᓂᑦ ᐃᓄᐃᑦᑎᓯᓯᓂᒃ ᐊᖏᓚᓐ ᓇᓱᕈᖅᒥᓂᑦ ᐊᑐᕐᓇᖅᑐᑦ ᐊᒃᓄᕐᓂᑦ ᐅᓴᒥᐅᓂᓄᓂᑦ ᐊᖏᓚᓐ ᐅᓂᒃᑳᖅᑎᓂᒃ.

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16. ᐊᑦᓚᓄᑦ ᐱᓕᕆᔨᒃᓴᖅᑐᑦ ᖃᓄᐃᓕᓐᓂᖅᑐᑦ

ᑕᵃᓇ ᐃᵃᓱᑦᓯᵃᓇᵃᑲᖅ ᐅᖃᐅᓯᕐᓱᑦ ᒪᓕᒍᵃᓇᵃᑦᑕᑎᑦ
(ᐃᵃᓱᕈᑎᵃᓇᓱᖅ ᑯᐃᐅᖅ ᐅᖃᑐᐃᵃᓇᖃᑦ ᑕᑦ ᓗᒥᑦ .)

ᐊᑕᐅᓯᒪᖅ ᑎᑭᖅᑐ ᒪᑦᓗᖅ ᑎᑭᖅ
ᑕᑯᓴᵃᓇᑦ ᑕᓯ
ᖃᐃᓕᓴᖅᑲ ᑲᵃᓂᑎᐅᖅ
ᑕᑦᓴ ᐱᖓᓯᓪᓚᐅᖅ
ᖃᐃᓕᓴᖅᑲ ᑲᑦᓂᐅᖅ ᓯᑦ
ᑎᖏᒪᐅᓪᓚᐅᖅ
ᐅᓇ ᑯᑦ ᓗᐃᑦ
ᑕᕐᓯᒪ ᖁᓂᑦ ᑎᐊᖓᓂᑦ ᑐᖅ

ᓯᑭᓯᖅ ᖃᐃᐊᓯᒍᵃᓇᑦᑐᖅ ᐊᒃᒪᓗ ᐃᓪᵃᓂᐊᑭᑭᵃᓇᑦᑐᖅ
ᐅᖃᐅᓯᕐᓂᑦ ᐱᵃᓕᒍᑭᑭᓯᓂᑦ ᐊᒥᓯᐊᑭᓯᓂᑎᒃᑦᑲᑦ ᓗᓂ
ᑐᖁᓪᓕᐅᑦ ᓗᓂ ᐃᵃᓱᕈᑎᵃᓇᑦᓯᒪᓕᑦᑐᖅ. ᐃᓪᵃᓂᐊᑭᑭᵃᓇᖅᑎᑦ ᓗᓂᓗ
ᓇᖁᐅᑎᓪᓚᓂᑦᑎᒃ 1-ᒥᑦ 4-ᒧᑦ .

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17. ᐊᑦᓱᓂᒃ ᐊᒥᐊᑎᓂᓐᓄᑦ

ᐊᑐᕐᓇᖅᑎᑦ ᐅᓂᐊ:

ᓂᐱᐅᓕᒃ (ᑕᓗᑐᒍ ᐸᐃᖅᐸᖅ 34)

ᐃᓚᑐᒍ ᐅᐊᖏᐅᒻᒪᑦ ᐃᒥᖅᒥᑦ ᐅᖅᓯᓐ ᐅᐊᖏᐅᒻᒪᑦ ᐊᓐᓇᕐᓕᒃ
ᓂᕆᔭᒃ ᐊᒥᐊᕐᑎᓂᑦ ᐅᖅᓯᓐ ᐊᒥᐊᕐᑎᑐᐃᓇᖅᑎᑦ ᐸᓂᖅ ᑐᑎᒥᖅ .

ᐃᓚᐃᔪᓇᖅᑎᑦ ᑐᓂᓯᔪᒃ :

1. ᐊᓐᓇ ᓚᓄᒃ ᐊᒥᐊᑎᓂᖅ ᓴᓗᒪᑦᑎᑦᑎᕐᓂᓇᖅ ᑐᓚᓗᐊᖅ ᓯᕐᓯᖅ
ᐊᑎᑎᒃ ᓗᒍ ᐅᐃᓂᕐᒥᓂᒃᑐᒃ ᐊᑐᖅᓂᐊᖅᑕᒃᑐᒃ ᐊᖅᑭᒃᑐᒃ ᓯᓗᑎᒃ
ᐅᖃᓕᒪᒪᒥᓂᖅᓂᒃ ᓂᓚᒃ ᐱᓯᒪᒃ ᐃᐅᖃᓕᒃᑕᒃ ᑕᖅᑭᓂᖅᑐᑦ ᑐᑎᒥᖅ .
2. ᐊᒥᐊᕐᓕᒃᑐᒃ ᐃᓕᓴᓗᑎᒃ ᑕᕆᓯᒪᔪᖅ ᓴᓇᔨᒃᓴᖅ .
3. ᐸᐃᑦᐸᖅᓴᓂᒃ ᖃᐅᔨᓕᓂᒃ ᑎᐊᑦ ᓄᓇᒃ ᓗᒍ ᐊᓐᓇ ᓚᓄᒃ ᐊᓗᑎᓕᑦ ᒪᑦ
ᑕᑦᑐᖅᑦᓯᓗᑎᒃ ᐊᒥᐊᕐᓕᒃᑐᒃ ᐸᐃᑦᐸᖅᓴᓂᒃ . ᐊᑕᐅᓯᑦᑐᒃ
ᐊᒥᐊᕐᓕᒃᑐᒃ ᐊᑐᕐᓇᖅᑎᑦ ᐅᖅᓯᓐ ᐊᓐᓇᕐᓕᒃ ᐅᓂᐊᖅᑐᓂᒃᑐᑦ ᒪᑦ .
4. ᓯᕐᓯᖅᓴᓂᒃ ᐊᒥᐊᑎᕐᓗᒃᑭᓇᖅᑎᑦ ᑐᓂᓯᔪᖅ ᐸᐃᑦᐸᖅᓴᓂᒃ
ᐊᑕᐅᑦ ᓗᒍ ᐅᖅᓯᓐ ᓴᓇᖅᑐᒍᓇᖅᑎᑦ ᐊᓐᓇᕐᓕᒃ ᐊᓐᓇᖅᑐᒍᓇᖅᑎᑦ ᐊᓐᓇ ᓚᓄᒃ ᒥᓗᑕᒥᖅ

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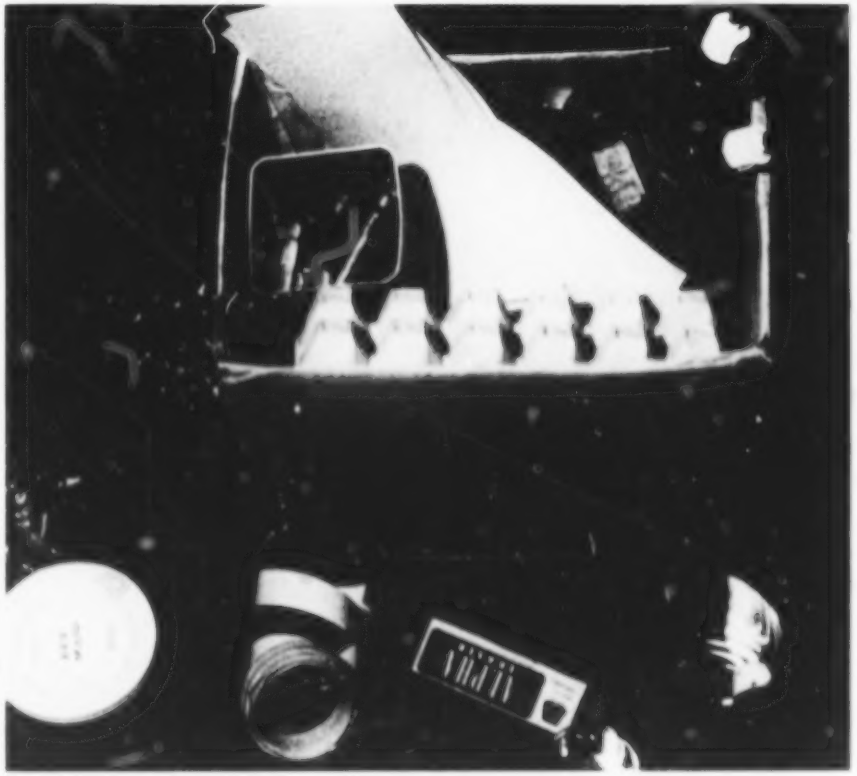

18. ᑭᓯᑐᐃᓇᕐᓂᖅ ᐃᓕᓴᐃᔨᓪᓚᑦ

ᑕᒃ ᔪᐊ ᐊᑐᕐᓄᓇᑦ ᑕᕆᓯᒥᖅ ᐱᓄᕐᓱᐊᑦ ᓄᓇ
ᑭᓯᑐᐃᓄᓇᑦ ᐃᒃ ᓄᒥᓯ . ᑭᓯᑐᐃᓄᓇᑦ
ᓂᕆ ᓂᕆᐅᕐᑎᑦ ᑐᓄᓄᓂᑦ ᓄᕐᔪᒪᐃᒃ <ᑕ
ᐃᒥᖏᑦᑕᕐᑎᓄᑦ ᐃᒃ ᑎᑦ ᐃᑦ ᒧᑦ <ᐃᑦᑦ ᒧᑦ
ᐳᖅᑲᑦᑕᑦ ᓄᒥᑦ <ᐃᑦᑦᖅ ᖃᑦ ᓄᓇᑦᑕᓯᓄᐃᑦᓄ
ᐅᖃᓕᒫᒥᓂᑦ ᖿᒥᑦ ᑭᐊᒪᒥᓂᑦᓄ
ᖃᓄᐃᑦᑐᑐᓄᓇᑦ ᐃᒃ ᑎᑦ ᐃᐅᓕᖅᓱᐊᕆᑦ ᓪᐃᑦ
ᐳᒥᓂᑦ (ᐅᑦᓪᑦᓯᐅᑎᓄᑦ , ᐊᑭᑦ ᑐᓴᓂᑦ ,
ᐊᖅᒪᓗ ᐊᓯᖏᑦ)
ᒪᖅᓂᐅᑎᒥᓂᑦ
ᐳᖅᓴᐃᑦ , ᓪᓚᐊᑦ , ᓪᓂᒃᐃᑦ
ᐊᖅᒪᓗ ᑭᓯᑐᐃᓄᓇᖅᓄᑦ ᒧᑦ ᐃᒪᓕᒥᓂᑦ
ᐊᖅᓄᐅᑦᑐᑦ ᖃᓄᑦᑕᓪᓚᐅᑎᓂᑦ
(ᑲᐱ, ᐃᒥᒪᖅ, ᓯᓚᑎᒥᓂᑦᓗ)
ᒪᑐᒥᓂᑦ , ᐊᖅᑐᓇᑦ , ᓄᐃᑦᓴᐃᖅᓴᖅ ,
ᖿᓪᓕᑎᖅᓴᖅ, ᐃᓪᓗ,
ᐃᓯᑎᐅᑎ, ᓴᓪᖅᓴᖅ, ᐃᓪᓗᓄᒥᓂᑦ ,
ᐅᖃᓴᖅ , ᖿᓴᖅ , ᑕᓯᓪᓚᐊᑐᑦ ,
ᒪᑐᒥᓂᑦ , ᐊᖅᓄᑭᒥᓂᑦ , ᐱᓕᕆᑕᕐᖃᐅᑦ ,
ᐊᖅᓄᑭᓴᓯᒪᓪᓚᑦ ᑯᐊᑐᒥᓂᑦ ,
ᐊᖅᒪᒥᓂᑦ , ᐊᓂᑦᓯᒥᓂᑦ ,
ᐅᐃᓂᐅᖃᒥᓂᑦᓪᓗ (ᓴᓇᓕᕆᓱᐊᑦ ᐅᑎᑦ .)

ᑕᒃ ᔪᐊ ᐳᖅᑲᓯᒪᐅᑎᑦ ᐊᑐᕈᒪᓪᓕᖅᓱᐃᑦ ᑕᑦ-
ᓪᓚᑦ ᐱᑐᐃᓄᓇᕐᓄᓇᓕᑐᓂᑦ ᐊᑐᑎᕈᐃᒥᑦ ᐳᖅ-
ᑲᑦᒥᑐᐅᑎᑦ ᐳᖅᓄᓂᑦ ᐃᒃ ᑎᑦ ᐃᐅᖃᑦᑎᑦ ᒧᑦ .
ᑕᓐᓇ ᓯᕈᓯᓂᑲ ᐃᑲᓪᓕᓄᓇᕐᓂᑦᓕᒥᖅ ᐃᓂᖅᓄᑦ-
ᓯᓂᑦᒥᑲ ᐊᑐᕋᑦᑕᑦᓂᖅᑲ .

ᐃᑦᓂᑦ ᓯᕈᓯᓗ ᑕᕆᓯᒥᖅ ᐃᒃ ᑎᑦ ᐃᐅᖃᑦᒥᑲ
ᐊᓪᓚᑦᕈᓄᓇᕐᓂᑦᑕᓯ ᓂᕆᒧᒧᑦ ᐃᒪᓐᓇᑎᒃ ᖿᓐ-
ᓴᓗᑦᑐᑲ ᐅᑦᓪᒥᑦ ᖿᒥᑦ ᑭᐊᒪᒥᓂᑦᓂᒃ , ᐊᓐ-
ᒥᓕᑦᑐᓂᑦ ᐊᖅᑐᓇᑦ ᐊᑎᓂᐅᑦᑦᓂᑦ ᓯᕈᓯᐅᑦ
ᐊᑎᖅᓂᒃ .

19. ᓂᕆᑦᑐᖅ ᖃᓄᐃᓕᒫᓂ ᐱᓕᒪᓂᖅ

ᐊᑐᕐᓇᖅ ᑕᑎᑦ ᐅᑯᐊ:

ᖃᓄᑦ ᓄᓇᕗᑦ ᓂᕆᑦᑲᓂᖅ (ᐅᕙᓪᓕᓐ ᐊᓯᖏᓐᓂᒃ
ᖃᓄᑦ ᓄᓇᕗᒻᒥᒃ) ᐊᐅᓚᖏᓪᓕᐊᓂᒃ ᐊᑎᐊᖏᓐᓂᒃ,
ᐊᒃᓕᕆᔨᑦᓂᒃ.

ᐃᓚᐃᒪᓐᓇᖅᑐᑦ:

1. ᐊᒃᓕᕆᔨᑦᑐᑦ ᓄᓇᕗᑦ ᖃᓄᑦ ᓄᓇᕗᑦᑕ ᐊᐅᓚ-
ᑎᖏᑉᓴᖅᑎᑦ ᓄᓇᑦ- ᐊᒻᒪᓗᑭᑦᑕᑦ, ᑭᒃ-
ᕿᑎᒃᑐᑦ, ᑐᐱᓐᓴᐃᔪᓐᓇ. ᐊᑎᐊᖏᓐᓇ
ᐊᐅᓚᖏᓐᓂᒃ ᓄᓇᑦ ᐊᒃᓕᕆᔨᑦᑐᑦ ᓄᓇᕗᑦ ᐃᓕᖏᑦ
ᐊᑎᓕᒃᑲᓇᐅᑎᒃ ᐊᑎᐊᖏᓐᓇ.
2. ᑲᑎᑦ ᓄᓇᑦ ᓇᑎᑦ ᒪᑦ ᓄᓇᑦ ᓂᕆᓕᐅᑦ
ᐱᓐᓴᐃᔪᐊᑎᓪᓕᑦᑕ ᐊᒻᒪᓗ ᑲᑎᑎᑦ ᓄᓇᑦ
ᐊᐅᓚᑦ ᓴᓇᓕᒫᖏᑦᑕ ᐊᒻᒪᓗ ᐊᑎᐊᖏᓐᓇ.

ᓕᕆᓕᖅᑐᒃ ᐃᓕᔪᓐᓇᑦᓂᓴᐅᔪᓐᓇᑦᑕᖅ ᐃᓱᐃᑦ ᐊᒻᒪ-
ᓕᕆᔨᑦᑐᓴᑦ ᑕᕐᔪᓐᓇᖅᓂᒃ ᓴᓇᓕᒫᖏᓐᓂᒃ ᐊᒻᒪᓗ
ᐊᑎᐊᖏᓐᓂᒃ ᐱᓐᓴᐃᔪᐊᕐᑲᑎᒃ ᑎᑭᒃᑲᓂᖅ ᐃᓕᓐᓂᕐᓂᓐᓇᑦ ᓄᓇ.

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20. ᐱᑭᓇᓂᖅ

ᐊᑐᑭᓐᓇᕆᑎᑦ ᐅᑯᐊᑦ:

ᐅᒃᖁᖅ (ᖃᓄᑦᑕᕆᓂᑦᑐᓐᓂᑦ, ᒪᒃ ᑲᐅᒥᑐᓐᓂᑦ ᓯᕗᓪᓕᒧᓐᓇᑭᑐᒃ ᐅᕙᓪᓕ ᒪᓐᓂᐊᓂᕆᓂᒃ ᐊᑐᑭᓐᓇᕆᑎᑦ ᑕᑦᓯᒪᖅ.) ᐃᓕᓴᕐᕕᑦ, ᐱᑭᓯᓯᐊᑦ.

1. ᓯᑭᓯᖅ ᐃᑲᔪᖅᑕᒍ ᐃᓕᓴᕐᕕᒃ ᖁᐅᒃ ᑲᓇᓯᒪᔪᒃ ᐅᑦᓯᓗᓂ ᐱᑭᓯᐊᐃᒃ ᓴᒍᑦ.
2. ᑐᓐᓂᑕᒍ ᒪᑦᑭᑦᓂᒃ ᐱᖃᓯᓂᒃ ᑕᓐᓂᑦ ᐱᑭᓯᐊᖅᑐᒃ ᓴᓂᒃ ᐅᐊᖅᑕᑦᑕᓂᒃ ᐃᓕᓴᕐᕕᒃ ᒪᑦᑭᑦᓂᑦ.
3. ᐱᑭᑦᓯᐊᑎᑐᐃᓐᓇᓕᒃ ᑭᑦ ᐊᓂᒪᓗ ᓄᐃᔪᑦᑕᐃᓕᓴᕐᕕᑦ ᐃᓗᒥᖅᑕᑦᑕᓂᑦ.
4. ᐱᑭᓯᔪᓐᓇᑦᒥᔪᑎᑦ ᓄᑕᐃᑐᑦ ᐱᑭᑦᑐᑲᑦᑕᓐᓇᖅᑐᓂᒃ ᐃᓗᒥᑦᓂᑎ ᐃᓕᓴᕐᕕᒃ ᑐᑭᓯᓯᐊᕐᓂᒃ ᐱᑭᓯᐊᐃᑦ ᒪᓕᑦᓂᑎᑦ ᐃᓕᓴᕐᕕᒃ ᑐᑭᓯᓯᐊᕐᓂᓪ.

21. ᐅᑦᓴᐃᓐ ᐃᓗᐊᒋᑦᑐᓂᒃ ᑎᒍᓱᓂᒃ ᐱᖏᒍᖏᓐᓄᑦ

ᐊᑐᕈᓐᓇᖅᑐᑦ ᑕᑎᑦ ᐅᑯᐊᑦ:

ᓴᖅᓴᓕᒃ ᐅᓪᓚᒍᓐᓇᑦ ᐊᓂᔪᐊᓂᒃ ᓴᖅᓴᒥᒃ
ᐊᓂᒃᑎᒥᑭᓐᓄᑦᑐᓂᒃ ᑭᓪᓗᐃᓐᓇᖅᓂᒃ
ᖃᑦᓄᓇᑦᑕᓂᒃ ᓄᓇᓕᑦ
ᐅᑯᐊ ᐊᑐᕈᓐᓇᖅᑕᑎᑦ, ᐅᖃᒥᒃ, ᖁᓪᓗᓂᑦ ᐅᒪᔨᒍᑦ,
ᖃᑦᑕᑦᔪᓚᒃ ᐊᖏᒪᑦᓂᒪᖏᑦᑐᒃ, ᖃᑦᓄᓇᑦᑕᒃ
ᐅᓪᓚᒍᓐᓇᑦ ᓄᐃᑦᓴᒃᓴᒃ, ᐃᒪᐃᑦ, ᐊᓗᑎ,
ᖁᒥᑦᕈᐊᓚᒃ, ᐃᓪᓗᑎᐅᑦ ᐅᓪᓚᒍ ᐊᓪᓚᖏᑦ.

1. ᑕᒃ ᑯᐊ ᐱᓇᓱᐊᑦᑎᐅᓪᓚ ᐃᓕᖓᒐ ᐅᖃᒃᑲᑦ ᓄᓇᓕᒍᑦ.
2. ᐊᐃᓪᓚᖅ ᐱᓇᓱᐊᑦᑎᐅᓪᓚ ᑎᒍᓪᖓᑕᑦ ᓄᓇᓕᒍᑦ
   ᓪᑯᓇᖏᑦ ᓄᓇ ᓄᓇᓕᒃ ᓇᓕᐅᑦᓪᓚᓕᐊᑦ ᓄᓇ
   ᖁᓪᓕᒃ ᑎᒍᓪᓗᒪᖅᓕᒥ ᓇᓕᐅᑦᓪᓚᑭᓇᓇᓇᑦ
   ᓴᓇᓂᖅᑕ, ᐊᖏᓪᓂᖅᑕᓇᓇᓂᑦ ᐃᓄᓴᑦᓪᓚᑐᓂ

ᑕᓇ ᐱᑦᓱᐊᑦᓂᓇᒃ ᐃᑲᓪᓗᓇᓇᑦᑐᒃ ᓪᑐᓪᑦᓂᒃ ᐅᓕᓴᑦ-
ᑦᑎᐊᑐᓇᓇᑦᓄᓇ, ᐊᖏᓪᓂᖅᑕᓇᓇᓂᑦ
ᐊᒪᒪᓄ ᐊᒃ ᑐᖃᓕᑦᑕᑦᑕᓇᓇᓂᒃ.

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22. ᑎᒍᓯᒪᓂᕆᔨᓐᓄᑦ

ᐊᑐᕐᓇᖅᑐᑦ ᐅᑯᐊ:

ᑭᓯᑐᐃᓇᖅᓯᐅᑦ ᐊᒥᐊᖏᑦ ᑕᓂᑐᓴᒥᑦ ᐊᐅᓚᖏᑦᓯᒥᑦ ᐊᖏᓂᖏᑦ.

ᑕᓇᓐ ᐱᓇᒃᓴᐊᖅᓂᓕᒃ ᐊᑐᖅᑕᐅᓴᐅᓇᖅᑐᑦ ᓯᑕᓯᒪᓐ ᑎᒍᓯᐅᑦ-
ᓂᕆᑕᖅᑐᓄᑦ.

1. ᐃᓕᓴᐅᑎᑦ ᓴᓂᓕᑐᐊᓄᑦ ᓯᑕᓯᐅᑦ
ᑭᓯᑐᐃᓇᖅᓯᐅᒃ ᑎᒍᓴᓇᖅᓯᓂᐊᖅᑐᑦ ᑕᖃᓂᒃ
ᑐᓂᓴᓇᖅᓯᑕᐃᑦ (ᐱᓇᒃᓴᐊᒥᒃ ᐊᒥᑕᖅᓯᖏᑐᒥᒃ)
ᑕᕐᓯᒥᖅ ᑎᒍᓇᓯᐊᖏᑕᖅᑕᖅᖃᓂᒃ.
2. ᐱᓇᒃᓴᐊᖏᑎᒥᒃ ᑲᓇᑕᑭᐅᐃᐅᒃ ᑕᖅᓯᒥᖅ
ᐅᖃᓗᒃᑐᖅᓂᕐᓗᑦ ᐃᓕᓴᐅᓂᖏᓐᓄᑦᑎᑎᑦ ᑎᒍᓯᒪᓂᖅᓂᖅᓄᑦ ᓴᓂ-
ᐅᓂᖏᖅᓯᖏᑦ.

ᑕᓇᓐ ᐃᑲᔪᑭᓇᓂᕆᔨᓐᓄᑦ ᓯᑕᓯᓂᒥᒃ ᓯᑕᓯᓐᓄᑦ ᑕᑯᒃᐸ ᑭᓇᐅᔭᓐ
-ᓇᖅᒥᒃ ᑎᒍᓯᖏᑦᑕᓂᖏᖅᖃᖅᖢᑦ ᓇᖅᒥᓂᓐᓄᑦ ᑕᑯᐅᒥᓂᒃ.

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23. ᓂᐅᕐᕋᑎᐅᓐᓄᑦᓂᖅ

ᐅᑐᑭᓐᓇᖅ ᓂᕆᐊᖅ ᐅᑉᐊᓂᖅ:

ᓱᑭᓱᓴᓐ ᒪᑐᐃᖅ ᑎᑎᓐᓄᑦᓴᐊᑦ ᓄᐊ ᓂᐅᐃᖅ ᐃᓐᓄᑦᓴᐊᒥᒃ .

1. ᓂᑎᖅ ᐃᖅᒥ ᐅᓴᓵᓐᓂᒃ ᐃᒃ ᑎᖅ ᐃᐅᒃᓄᑦᓴᐊᓂᒃ ᐊᑐᑭᓐᓇᖅ ᓇᖅ ᑐᓴᓐ ᐃᓕᒃ ᑭᐃᓐᓄᑦᓴᐊᑎᓄᒥᖅ .
2. ᓂᐅᐃᐊᒃ ᓴᖏᓐᓄᑦᓴᐊᑭᓐᓇᖅ ᖃᖅᑕᖅ ᓴᓪᒥᑦᓂᖅ ᐃᒃ ᑎᖅ ᐃᐅᒃᓄᑦᓴᐊᓂᒃ ᐊᒃᒪᓗ ᒪᓐᓂᐅᑎᓂᖅ ᓂᒃ .
3. ᐊᑭᓐᓄᑦᓴᐊᓕᐅᓄᒥᖅ ᓂᐅᐃᐊᒃ ᓴᓐᓄᑦᓴᐊᒥᖅ ᐊᒃᒪᓗ ᑭᓇᐃᒃᓄᑦᓴᐊᓕᐅᖅ ᓄᓂ ᐸᐃᖅᐸᓂᒃ .
4. ᓱᑭᒥᖅ ᐱᖏᑎᖏᓗ ᐱᓐᓄᑦᓴᐊᑭᓐᓇᓕᖅ ᑐᒃ ᑕᖅᓴ -ᓂ ᓂᐅᐃᖅ ᐃᓐᓄᑦᓴᐊᒥ .
5. ᐊᒃᒪᓗ ᐊᑐᑭᓐᓇᖅ ᒥᒥᓐᓄᑦᓴᐊᖏᓴᖅ ᓄᑎᒃ ᖏ -ᖅ ᓄᓇᖅ ᑕᓂᒃ ᖏᓂᐃᖅ ᑐᑐᐃᖅ ᓇᖅ ᓂᒃ .

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24. ᓄᓇᕗᑦᑕᕐᓂᓕ ᐱᖓᓱᐊᕐᓇᖅ

ᐅᐊᐊ ᐊᑐᕈᓐᓇᖅᑎᑦ:

ᒪᑦᕈᖅᓂᒃ ᓴᕐᓴᖅᓂᒃ ᐅᑦᔪᓐᓇᓂᑦ ᐊᒥᓴᑦᓴᓂᒃ

1. ᓴᕐᓴᖅᓱ ᐅᖃᕈᓐᓇᑦᑐᖅ ᐃᓴᒪᓂᕆᑦᓄᓂ ᑭᓴᑐ-ᐃᓐᓇᑦᒥᒃ ᑕᑦᔪᓂ ᐃᒃᓄᕈᓴᑦᒥᑦᑐᑐᒥ ᐊᒥᐊᓗ-ᒪᑦᓄᓂ ᐅᖃᖅᑎᓄᑦ ᓴᕐᓴᖅᓱ ᐊᐱᑎᒍᓐᓇᑦᑐᖅ ᐃᒪᒃ " ᐊᐅᑦᑐᑐᓪᓚ ᓂᑎᐃᑦᒥᑦᑐᖅ ᑭᒥᑦᕈ-ᐊᒪᑦ ?" ᖃᓄᑐᐃᓐᓇᖅ ᐊᐱᑎᒍᓐᓇᑦᑐᖅ ᑕ-ᑦᓴᒥᖅ ᓇᓕᐅᑦᑕᑦᑎᑦᑎᓕ ᓇᒃᒥᒃ .

2. ᑕᓐᓇ ᓇᓕᐅᑦᓴᓱᖅ ᓴᓕᖃᐅᓐᓇᓐᓇᑦᑐᖅ ᐊᒃᒪᓗ ᓇᓕᐅᑦᑕᑦᑎᑦᑎᐅᓕᖅᒥᓂᒃ ᑕᒃ ᑯᓂᖅ ᓴᕐᓴᖅᓱ-ᓂᒃ .

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25. ᑎᑎᖏᓄᓕ ᓇᓴᐅᑎᓄᑦᓯ ᐱᖓᔪᐊᖏᖅ

ᐊᑐᕐᓇᖅᑕᒥᒃ ᐅᑯᓂᒃ:

ᖃᒥᖅᓯᐊᒪᖏᖅ, ᐊᓂᒃᓂᕐᕆᐅᒃ ᓄᑖᖅᑐᒥᒃᑐᒃ, ᐸᐃᖅᐸᖏᖅ, ᑎᑎᕋᐅᑎᓄᑦ ᐅᖅᓯᓄᖅᓂᒃ ᐊᒥᐊᓕᑎᓄᑦ.

1. ᓱᓕᔪᖏᖅ ᑐᓄᓂᑎᔪᒍ ᖃᒥᖅᓯᐊᒪᒥᓂᖅᓂᒃ ᐊᓂ-ᓂᓕᕆᖅᑐᑦᔪᒍ ᑎᑎᖏᓐᓄᑐᒃ ᐊᓂᒪᓗ ᓇᓴᐅᑎᓄᑐᒃ.
2. ᐃᓚᓄᓂᒃ ᓂᐊᖅᑎᓚᖅᓗᒍ ᐊᓂᓂᕐᕆᖅᑐᑦᔪᒍᑕᖅᑕᕐᓄᓂᒃ ᐃᓚᓄᓂᒃ ᓂᐊᕐᓇᒪᒃᐸᖅ.
3. ᑕᒃ ᑯᐊ ᐊᓂᓂᕐᕆᖅᑐᑦᔪᒍᑕᖅᑕᕐᓄᑦ ᓂᐱᑎᓚᖅᓗᒍᖅ ᐸᐃᖅᐸᖅᓯᒪᔪᖅ.
4. ᓂᐱᑎᑎᑎᖅᐸᑦ ᐃᓂᓚᐅᑎᓪᓗᓄᓂᒃᓗᑦᓯᓚᖅ ᑕᒃ ᑯᓂᖓᓂᐱᑎᓕᖅᑕᑦᑕᕐᓄᓂᒃ ᐅᓚᓂᒃᓗᐅᓗᒍᖅ ᐃᓂᓚᐅᑐᓄᓂᒃᓄᓕᒫᖅᓯᒪᔪᖅ ᖃᓄᖅ ᐱᒋᐊᖏᖅᓴᖅᑕ.

26. ᓂᐃᖏᓕᓂᓐ ᓴᓇᔨᐃᑦᓇᖅ

1. ᓴᓇᓐᖑᐊᑦ ᓄᑎᑦ ᓗᓐᓂᑦ ᐊᑭ ᓯᓐᖑᐊᓂᒃ ᐅᑦᔨᓪ ᐊᒃᓴᑦᑕᓐᓄᑦ ᑕᑯᓐᓂᑦ ᓄᑎᑦᑕᓐᓄᑦ ᓴᖅᑭᑦᑕᐊᒃᓴᒃ ᑕᒃᑯ ᐊᓐᓂᑦ ᓄᑎᖅᓴᒪᓂᖅ ᐸᐃᑦᑦᓴᑦ ᓂᐅᓐᓂᑦ ᓂᐃᖏᓕᓂᓐ ᐃᓕᖅᑐᓂᑦ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ.
2. ᐊᒃᒪᓗ ᖃᓄᐃᓗᓐᓂᖅ ᓂᐃᖏᓴᓕᐅᑕᓐᓇᖅᓴᑦ ᒥᔨᓴᓂᑦ ᐊᑐᑦᓂᑦ, ᐃᓕᓴᕐᕕᐊᓂᒃ, ᓄᐃᑦᓴᑦ ᓴᓇᒃ ᓴᓇᒃ, ᑭᓴᕐᓂᒃ, ᐊᑐᐊᓂᒃ, ᓂᑭᒧᑦ ᐃᒃᓯᒪᓂᒃ ᓴᓇᒃ ᑭᓪᓕᓐᓂᑦ ᑐᓴᕐᓂᑦ ᐊᑲᓴᖅᑕᕐᓂᑦ ᓄᑎᑦ ᓗᓐᓂᑦ, ᐊᒃᒪᓗ ᑭᓴᓕᖅᑕᐅᓂᖅ ᓄᑎᑦᑕᓐᓂᖅ.
3. ᑕᓐᓇ ᓂᐃᖏᓕᓴᒃ ᓂᐃᓐᖑᐊᓂᑦ ᓗᓐᓂᑦ ᑕᑯᓐᓂᑦ ᓴᓇᒃ ᐃᓐᓇᐃᓐᓂᑦ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ.
4. ᐊᒃᒪᓗ ᑕᑯᒋᓐᓇᖅᑐᑦ ᐊᒋᐊᖏᓂᑦ ᓄᑎᑦᑕᓐᓂᑦ ᐊᒃᒪᓗ ᓄᑎᖅᓴᒪᓂᖅ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ ᐊᒃᓴᑦ ᓄᑎᖅᓴᒪᓂᖅ.

27. ᑕᖃᖅᑐᓂᐅᕗᖅᓯᐊᓂᖅᓄᓂ ᐱᓕᕐᓯᐊᓂᖅᓴᖅ

ᐊᑐᑭᓐᓇᖅ ᑕᒪᑎᑦ ᐅᑯᐊ:

ᒪᖅᑭᒃ ᐃᓄᒃ , ᑕᖅᖃᖅᑐᒪᒥᒃᓗ

ᐃᒪᐃᔪᓐᓇᖅ ᑕᒪᑎᑦ :

1. ᓯᑕᓯᔪᖅ ᑕᑯᑎᖅᓗᔪᒍ ᑕᖅᖃᖅᑐᒪᒥᔪᑦ ᑭᓇᐅᓂᒃ ᑭᓇᐅᒃ ᑕᑯᖅᖃᓐᓇᒃ ᑕᖅᖃᖅᑐᑎᖅᓗᓂ! ᑲᒪᒪᒪ -ᑎᑎᕐᖅᑐᖅ ᑭᓇᖅᑎᓂᒃ .
2. ᓯᑕᓯᑦ ᐊᖏᔪᓕᑎᑦ ᐅᖅᓱᓗᒍ ᒥᑭᔪᑕᐅᓂᖅᓴᐃᑦ ᐅᖅᓱᓐᓂᓂ ᐊᖑᔪᖅᑲᑎᑕᐅᔪᑦ ᑕᖅᖃᖅᑐᑎᐅ ᓇᐃᔭᐊᓂᓇᖅ ᒪᖅᑭᒃᓗᑎᒍᑎᒃ ᐃᓄᒃ ᐊᔪᓂᑎᖅᑕ -ᑕᖅᓗᓂ ᑕᖅᓯᒪᒪ ᐊᐃᖅᑲᔪᑦᑕ ᐱᕐᖏᓂᒃ ᑕ -ᑯᓇᖏᖅᑕᐅᑎᓗᑎᒃ ᓇᖏᖅᓗᑎᒃ ᑕᖅᖃᖅᑐᑎᑎ -ᑭᓇᐃᔭᐊᓂᓇᖅᓴᖅᑐᒃ .

ᑕᓇᓐᓇ ᐱᓇᐃᔭᐊᓂᓕᖅᑐᒃ ᐃᑲᔪᕐᓇᓂᖅᓴᖅᑐᒃ ᓯᑕᓯᔪᖅᑎᑲᒃ ᒪ -ᓕᒫᐅᖅᓴᓗᓂ ᐊᓯᐊᑕ ᐱᕐᖏᓂᒃ ᑕᓇᓐᓇ ᐃᑲᔪᕐᓇᓂᖅ ᖁᒥᔪᖅᑐᒃ ᑭᒃ ᑯᑐᐃᓇᓐᓇᖅᓴᖅᑐᒃ ᐃᓕᓇᓂᒃᑐᒃ ᐱᓇᐃᔭᐊᓂᖅ -ᒥᓗᓂ.

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28. ᓇᓴᐅᑎᓕᒪᓂᖅ ᖃᖅᑕᖏᓪᓗᓂᑦ

1. ᓄᐊᖅ ᑎᓯᒪᒐᓗ ᖃᖅᑕᕐᓂᐊᓕᓂᖅ ᓯᓴᐃᑎᓂᕐᓂᑦ ᐊᕐᓇᖅᑐᓂ ᐊᑐᖅᑐᖅ ᐃᒪ ᒪᓕᓐᓂᒃᑕᓕᐅᖅ ᓗ -ᑎᑦ 1-ᑎᑦ 5-ᒪᑦ ᑎᑭᓯᒪᓕᑎᑦ.
2. ᖃᖅᑕᕐᓂᖏᓐᓂᖅᖃᖅ ᑲᓇᕐᓂᑦ ᓗᓇᖅᑐᑦ ᑭᓱᖅ ᓄᑦ ᐊᐃᑦᐊᓂ.
3. ᓯᑎᓯᓂᖅ ᐅᑦ ᓯᖃᖅᑕᑎᓪᓗᒍᓂᖅ ᑭᓱᖅᓂᑦ ᓄᑦᓂᑦ ᐊᐃᑦᐊᓂᑲᓇᑕᑦ ᐃᒪᒪ -ᓄᑎᑕᓂᖅ.

ᑕᓪᓕ ᐃᖅᓯᓯᓪᓕᓂᑦᓂᖅ ᓯᑎᓯᓯᒥᖅ ᐊᑕᐅᓯᓯᓕᓪᓕᓂᑎᑎᓪᓕ ᓕᓐᓄᑦᓂᓪᓕᓂᖅᓂᑦ ᐃᓕᓴᕐᓕᓪᓕᓂᖅᓂᑦ ᓇᓗ -ᐃᒥᐊᓯᓂᖅ ᓴᓂᓯᒥᖅ.

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29. ᐹᓕᐅᑎᓂᖅ ᐱᓕᕆᔨᒪᓂᖅ

1. ᐸᐃᖅᑕᖅ ᑎᑎᕋᑎᖅ ᓇᓕᐅᓚᒥᒃ ᐊᓚᒪᓗ ᐊᓚᒪᓄᑭᒥᒃ ᑕᵃᓇ ᓇᓕᐅᖅ ᒪᓕᓚᔪᒍ ᖃᖅ ᑎᐅᓂᖓ.
2. ᐃᒃ ᑎᖅ ᐃᵃᕐᒍᐊᒥᖅ ᑐᖃᖅ ᓄᓂ ᐅᖅᓯᓄ ᐅᖅᑎ ᐃᓕᓴᐅᑎᓂᒃ, ᐸᐃᖅᑕᖅ ᒪᔪᓇᐃᒃ ᓂᑕᖅᓂᒃ ᓄᑦᓯᐅᑎᓂᒃ ᓄᵃᓂᖅ, ᑭᓕᑐᐃᵃᓇᑕᓄᖅᓂᒃ -ᓄᵃᓂᖅ.
3. ᓕᑕᓕᖅ ᓇᓕᐅᑎᐅᖅ ᓴᓂᐊᓄᖅᓕᓕᵃᓇᖅᓂᖅ ᑭ ᓕᑐᐃᵃᓇᖅᓂᒃ ᑕᵃᓇ ᓇᓕᐅᖅ ᖃᖅᓕᓕᓂᖓ ᒪ -ᓕᒃ ᓄᒍ.

ᑕᵃᓇ ᐃᑲᔪᑕᵃᓇᖅᑐᖅ ᓕᑕᓕᖅᑕᒃ ᑭᑕᓕᖅᑕᒃ ᑭᑕᐃᒍᵃᓇᖅᓂᒃ ᑲᑎᖅᓂᓕᖅᑕᒃ. ᑭᓕᑐᐃᵃᓇᖅᓂᒃ ᓇᓕᐃᒍᵃᓇᖅᑕᔪᒃ ᑎᒍᑕᐊᑕᵃᓇᖅᓂᓄᓗ ᑕᑭᔪᑎᓂᒃ.

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30. ᑭᓯᑭᓗᐅᑐᐃᓐᓇᐃᓕᓴᐃᓐ

ᐊᑐᑭᓐᓇᓕᒃ ᑕᐃᓕᓴᐃᓐ ᐅᓇ:

ᓄᑕᕐᓂᖅ ᐃᓕᒪᖅ 9-ᓂᒃ ᑕᓐᑭᖅᓴᓕᒃ ᓴᓂ.

ᓄᑕᕐᓂᖅ ᐱᓐᓴᒍᑭᓐᓇᓕᒃ ᑐᓐᒃ ᐃᓄᑐᓴᓂ ᐊᑯᓂᒃᑲᓕᒃ ᑐᓂᓯᒍᐃᐅᒃ ᑭᓯᑐᐃᓐᓇᓕᒃᑎᒃ ᑕᑯᒥᓇᓕᒃᑐᑎᒃ ᐱᓐ-ᓴᒍᐊᒥᒃ ᐱᓐᓴᒍᐊᑭᑎᓂᓂᐊᓕᒃᑕᖏᓂᒃ ᐱᓐᓴᒍᐊᓕᒃᓪᓗ-ᐅᖏᓕᒃ ᓴᓐᓂᒃ ᑭᓯᑐᐃᓐᓇᐅᓴᒍ. ᐊᑐᑭᓐᓇᓕᒃᑐ-ᑐᑎᒃ ᐃᒃᓴᒥᒃᑐᓂᒃ ᐃᒪᐃᒃᑐᓂᒃᓴᓐᓂᒃ ᑭᓂᒃᐃᐳᓂᒃ , ᐅᒃᑎᓂᓂᒃ , ᐊᓴᑎᓂᒃᓴ, ᒪᓐᓂᒃ-ᒧᒃ ᓯᑯᓴᐃᒥᒃ , ᑭᓯᑐᐃᓐᓇᒃᑎᐊᓂᒃ ᐊᑐᑭᓐᓇᒃ-ᑐᑦ. ᑕᑯᔪᓐᓇᒃᑐᑎᒃ ᑭᓯᑐᐃᓐᓇᐃᒃ ᕿᐱᐊᒥ-ᒃᐅᔾᔪᓐᓇᒃᒪᑕ ᓄᑕᕐᓗᒧᒃ .

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31. ᐃᓂᓕᐅᑎᓪᓗᓂ ᐱᓕᕆᔨᓂᖅ

1. ᑭᓯᑐᐃᓐᓇᖅ ᓂᐊᑦ ᓄᓇᑦ ᑐᑭᓯᐅᑎᒃᑐᑦ ᐃᓂᓕᐅᑎᒃᑐᑦ ᓴᓇᓕᖅ.
2. ᑕᒃ ᑯᐊ ᑭᓯᑐᐃᓐᓇᐃᑦ ᐅᖏᖅᓯᒪᓕᕆᑦ ᐃᒃᑎᐱᓐᓇᕐᓗᒍ ᐅᑦᓯᔪᓐᓇᑦ ᐅᓇᓱᒍ.
3. ᑕᒃ ᑯᐊ ᐃᓂᓕᐅᕿᑕᖅᑐᑦ ᑐᑦ ᐱᖃᓕᐅᖅᑐᑦ ᓕᕆᓂᐅᖅ ᐊᖏᓂᖅᓴᓂᖅ ᓄᑖᖅᑐᑦ ᐃᓂᓱᐃᓐᓇᑦ.
4. ᓕᕆᓕᓪᓚᖅ ᐃᓂᓕᐅᑭᐃᓐᓇᖅᑎᑦᓯᓚᖅ ᑎᒥᖅ ᐃᓐᓇᖅ ᒪᑦ ᐃᒃᑯᑦ ᑕᐅᔪᓂ.

ᑕᐃᓇ ᐱᐃᓴᐃᑦᑕᑦ ᐃᒃᑯᑦᑭᐃᓐᓇᖅᑐᖅ ᓕᕆᓕᓪᓚᒃᑐᖅ ᐃᓂᓐᐃᓂᖅᑎᑦᓯᓚᒃᑐᖅ ᐊᓂᕐᓂᖅ ᐅᓂᒃᑖᓂᖅᓴᓂᒃᑐᖅ ᐊᓂᕐᓂᖅ.

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32. ᑭᓇᐸᓕᒃᑐᖅ ᓴᓐᓴᒥᐅ

ᐊᑐᕐᓇᖅᑕᒃ ᐅᑯᐊ:

ᐊᖏᔪᒪᒃ ᓴᓴᓕᒃ
ᐊᓐᓂᒋᔭᒃ ᓄᓇᕗᖏᓂᑐᒃ
ᐊᒥᐊᓕᕆᓂ ᐅᖃᓪᓗᓂ ᑎᑎᕋᑎᖃᑦᑕᓂ ᐊᒥᐊᓂᓂ
ᐅᑯᐊᓗ ᐊᑐᕐᓇᖅᑕᐅᔪᓂ, ᖃᐃᖃᓕᖅ ᖃᓄᐃᒃ, ᖃᐃ
-ᖃᓕᑐᐃᓇᖅᑕᓐᓇ ᐅᖃᓪᓗᓂ ᓄᕆᖃᑎᖃᖅ ᓴᖅᑭᓄᔪᒪᒃ ᐅᖃ
-ᓪᓗᓇᓂᑦ ᓄᑦᑕᓂᔪᒪᓂ.

1. ᐱᒋᐊᓂᐅᖏᓐᓇᖅᓄᑦ ᓂᕈᕐᓂᖅᓱᒃ ᐊᑎᑎᖅᑕ ᓗᒍ ᓴᓴᓕᒃ
-ᒪᒃ ᐊᒃᒪᓗᓗ ᐃᓕᓴᐅᔨᖅᓗᒍ ᓴᓴᓱᒃ ᐊᒥᐊᓕ
-ᓚᒃ ᒪᓂ.
2. ᐃᑲᔪᖅᑕᖅᒥᓗᒍ ᓂᕈᕐᓂᖅᓱᒃ ᐊᒃᓂᕈᕐᓇᖅᑕ ᑐᑎᓂᓗᒍ
ᐃᓕᓴᐅᓄᓐᓄᑦ.
3. ᐊᒥᐊᓕᕆᓚᒃ ᒪᓂ ᑭᓇᐅᔭᕆᐊᓕᐅᔨᖅᓗᒍ ᑐᓄᑦᖃᒃ
ᐸᐃᖅᑕᖅᑕᒃᑯᑦ ᓄᑦᑕᓂᔪᒪᓂ. ᓄᑦᑕᓂᔪᒪᓂᓗᒍ ᐸᐃᖅᑕᖅᑕᒃᑯᑦ
-ᐊᖅᓗᒍ ᐅᑭᑦ ᐅᖃᓕᓇᓄᑦ ᐃᓕᓴᐅᔨᐅᓇᓄᑦᑕᓗᒍ
-ᒪᑦ, ᓄᕆᖃᑎᖃᖅ ᓴᓴᒃ ᓗᓇᓄᑦ ᓄᑦᑕᓂᔪᒪᐅᑭ
-ᓇᓕᒥᓂᑦ.

33. ᐸᐃᓵᓕᒪᓂᖅ ᖃᐅᔨᓴᓇᔭᖅ

1. ᐸᐃᑉᐸᖅᑕᐅ ᖁᓄᑐᐃᓐᓇᖅ ᐊᒃᓯᒋᔭᖅᑐᑦ ᓄᓇᓕᒫᓂ ᐃᓗᓕᓴᕐᑐᓂᒃ.
2. ᑕᒃ ᑯᐊ ᐊᒃᓯᒋᔭᖅᑐᑦ ᑕᑎᑦ ᖃᑎᒌᓕᕆᔨᖁᑎᒃ ᖃᑎᒌᒍᓐᓇᖅᓯᐅᑎ ᐊᓯᔾᔨᒃ ᑯᐃᐅᒃ

3. ᐱᔨᑎᑭᐃᑦ ᑕᓐᓇ ᐸᐃᑉᐸᖅ ᒪᒃᐱᓯᖅᑐᒍ ᖁ -ᓄᖅ ᓴᓇᕐᒪᖏᑦᐱᑦ. ᖁᓄᑐᐃᓐᓇᖅ ᓴᓇᓐ -ᕐᒍᐊᑭᓐᓇᖅᑐᑎᑦ ᐸᐃᑉᐸᖅᑕᐅ.

ᑕᓐᓇ ᓴᓇᓄᖅ ᐃᖃᓗᑭᓐᓇᖅᑐᑦ ᓯᑭᓯᐅᑉᐸᑦ ᐊᒃᓯᒋᔭᖅ ᒪᕐᓐᓇᓐ ᓴᓐᖏᑎᑦᐸᑦᑕᓂᑦ ᐊᑐᑭᓐᓇᖅᑐᑦᑕᓂᑦᓗ ᑭᓯᑐᐃᓐᓇᖅᑕᐅ ᓴᓇᒪᓯᐊᖅᑕᑭᑦ ᓴᓇᓐ ᖃᑭᑦ ᐅᓂᑦᑕᐅᑦᑕᓂᑦ ᐃᓕᓴᕐᑐᓂᒃ ᑭᓯᑐᐃᓐᓇᖅᑕᐅ.

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34. ᓂᐱᖅᓯᐅᓕᕆᔨᓂᖅ

ᐊᑐᕐᓇᓐᓂᒃ ᑐᓴᐅᒃ ᐊᑐᕐᓇᓐᓂᒃ
ᑐᓴᐅᔨᑦ ᐊᑦᑎᖓ ᐃᒥᓐᓂᒃ

1. ᑲᑎᓐᓄᒃ ᐊᑐᕐᓇᓐᓂᒃ ᐃᒥᓐᓄ ᐃᖅᑲᓐᓄᒃ .
2. ᑕᕆᓐ ᓴᓇᕐᑕᓐᑕᐃᑦ ᓂᕈᓐᓇᓐᑐᒃ ᐋᑐᕐᓇᓐᓂᒃ
-ᒧ ᐊᑦᒪᓗ ᐊᑯᓂᐅᓂᓐᓴᓂᖅ ᐊᑐᕐᓇᓐᓂᒃ
ᐃᓕᒃ ᑲᕆᓂᓄᒧ ᐊᑐᕐᓇᓐᓂᒃ ᐅᓂᒃ ᑯᑦᕿ
-ᖁᓂᒃ ᓂᓪ ᐅᓂᒃ ᐊᑐᕐᓇᓐᓂᒃ ᓄᓇ ᓄᓇ
-ᑐᓗᒃ ᐃᒥᓐᓄᒃ ᐃᖅᑲᓐᓄᒃ ᐃᒃᑐ ᐅᓇᓗ
-ᐊᖏᓪᓗᒧ ᐱᓕᑎᕐᓴᓐᓂᑐᖅ ᑭᓂᓐᓂᓕᐊᓂᖅᑐᑦ
ᐊᑦᒪᓗ ᖃᓪᓕᓐᓂᓐᓄᒃᑕᑦ .

ᑕᕆᓐ ᓴᓇᕐᑕᓐᑕᐃᑦ ᓂᕈᓐᓇᓐᑐᒃᓂᐊᑐᐃᑦ ᓴᓇᕐᑕᖅᓯᐊᓂ
-ᓐᓕᒥᓂᓂᒃ ᑕᕆᓐ ᐱᓕᑎᕐᓴᓐᓂᑐᖅ ᑐᖅᓯᓇᕐᑕᓐᑕᐃᑦ
-ᖁᖏᓪᓗᒥᑦ ᓂᑎᓗᐊᓂᓐᓄᒧ ᓂᕈᓐᓇᓐᑐᒃ ᑕᕆᓐ ᐃᓕᖁᓂ
ᓂᑎᕈ ᓂᓪᓕᓐᓂᐊᓂᖅᑐᑦ .

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35. ᑕᑯᓴᖅᑕᐅᑎᓂᖅ

ᓄᑕᕆᐃᑦ ᐱᓇᐅᔭᕆᐊᑎᖃᕐᓂᖅᐳᒪᓕᕐᓂᖅ ᒪᑕ ᐊᑎᓂᓵᓴᓂᓄᑦ ᐅᓴᓐᓂ ᐊᑎᓂᓴᖅᑲᑎᒪᔨᖅᓂᓄ ᑕᑯᓴᖅᑕᑦ ᑕᓴᑎᓂᒪᓂᑦ ᑕᓴᑎᓂᒪᓂᑦ ᑕᓇ ᐱᓇᐅᔭᕆᐊᑦ ᐊᑐᑦ ᑕᐅᔭᐊᓕᕐᓂᖅ ᒪᑐᑦ ᐅᖃᕈᓂᓴᑦ ᓄᓂᒃᑯᓐᓂᐊᓂᓄᑦ ᑕᑯᓴᖅᑕᑦ ᐅᓴᓐᓂ ᑎᑎᕋᖅᑕᐅᓂᒃ ᑐᓂᒃᑯᑦ ᑕᓴᑎᓂᒪᓂᑦ ᑕᓴᑎᓂᒪᓂᑦ ᑕᑯᓴᖅᑕᑦ ᐃᓕᓴᕐᓂᖅᑐᑦ ᓴᖅᑭᑦ ᐃᓕᓐᓂᒃ ᐃᓱᒪᒃ ᑲᓇᐃᔨᖅᑐᑦ ᑎᑎᕋᖅᑕᐅᓂᒃ ᐅᖃᕈᓂᓴᑦ ᑕᑯᓴᖅᑕᑦ ᑕᓴᑎᓂᒪᓂᑦ .

ᓂᕆᓂᑦ ᐱᓇᐅᔭᕆᐊᑦ ᑐᓂᒃᑯᑦ ᑕᑯᓂᓕᖅᖢ ᑕᑯᓴᖅᑕᐅᓂᒃ ᑲᓇᐃᔨᖅᑐᑦ ᒪᑕ ᑕᓴᑎᓂᒪᓂᑦ ᓴᖅᑭᒃᑲᐅᔭᕆᐊᓕᕐᓂᖅ ᒪᑕ ᓂᓗ (ᑕᒪᓐᓂ ᑐᓂᒃᑯᑦ ᑎᑎᕋᖅᑕᐅᓂᒃ.)

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36. ᐸᓗᐊᓕᓱᒋᔭᐅᑎᒃ ᓴᓇᓂᖅ

ᐊᑐᕐᓇᖅ ᓄᑦᑕᑦ ᐅᒃᐊᑐ:

ᑕᑎᐅᖅ,
ᐸᓚᐅᒪᖅ,
ᐃᒥᖅ,
ᐅᖅᓯᖅ,
ᐊᓗᒪᓗ ᓂᕆᔨᒧᑦ ᐊᒥᐊᒃ ᓴᖅ.

ᐃᒪᐃᒍᓇᖅ ᓄᑦᑕᑦ :

1. ᒪᓕᕆᐅᔭᕆᒃ ᐊᑐᕐᓗᑎᑦ ᐸᓂᒃ ᒪᓕᕐᒥᐊᕐ-ᑎᑦᓗᒍ ᐸᓚᐅᒪᓕᒃ ᓇᐃᑦᓯᒥᑦ ᑕᑎᐅᖅ ᐃ-ᓕᓚᐅᑎᓗᒍ ᐸᓂᒃ ᐊᑕᐅᓯᐊᕐᓗᒍ, ᐊᓗᑎᓪᓗ ᐅᖅᓯᕐᓂᑎᒃ ᑕᑕᑦᓗᒍ ᐊᑕᐅᓯᐊᕐᓗᒍ, ᐸᓂ-ᒃᖃᑦᓗ ᐃᒥᖅᓗᒃ ᐊᑕᐅᓯᐊᕐᒥᓗᒍ ᐊᒥᐊ-ᓕᕐᓇᖅᑕᐃᑦ ᓂᕆᔨᒧᑦ ᐊᒥᐊᒃ ᓴᓪᒃ ᐅᓪᓚᓇᖅᓂᑦ ᐃᑦᓯᒥᓂᕐᒥᒃ ᓯᓚᖅᓇᑦᓴᖅ .
2. ᓯᕗᓯᖅ ᐊᓯᑎᕐᓯᑎᒍᓇᖅᓇᑦᑕᐃᑦ ᑕᖅᓇ ᖃᓄᖅ ᓴᓇᓴᐅᓯᓯᒪᓕᖅ ᒪᓕᒃ, ᐊᒃ ᓴᓇᑎᖃᑦᑕᕐᓂ ᓄᓕᔭᖅᓂᑦ ᐅᓴᖅᓯᐊᖃᑦᑕᕐᓂ ᓄᓕᔭᖅᓂᑦ, ᓯᓚᖃᑦᑕᕐᓂ ᓄᓕᔭᖅᓂᑦ ᐊᐃᒃ ᓄᓕ, ᑲᑎᑎᑦᑎᐊᑦᓯᒪᔭᕐᓂᒃ ᓄᓕᔭᖅᓂᑦ ᐊᓂᒃᑲᓇᖅᓇᑦᑕᐃᑦ ᓴᓇᓴᐅᓯᓯᒪᓕᖅ ᖃᓄᖅ ᓇᓂᐊᖅᓇᑦᑕᐃᑦ ᓄᓕᔭᖅᓂᑦ, ᐊᑦᓯᓇᓴᐅᓯᓯᒪᓕᖅᓇᑦᑕᐃᑦ ᓄᓕᔭᖅᓂᑦ, ᑕᑯᓯᔪᑕᓄᓕᔭᖅᓂᑦ ᑕᒃ ᑯᐊᓗ ᓴᓇᓴᐅᓯᓯᒪᓕᖅᓇᑦᑕᐃᑦ ᓄᓕᔭᖅᓂᑦ ᐊᓯᑎᕐᓯᑎᒍᓇᖅᓇᑦᑕᐃᑦ ᓄᓕᔭᖅᓂᑦ ᓴᓇᓴᐅᓯᓯᒪᓕᖅ ᓯᓚᖅᓇᑦᓴᖅ .
3. ᑕᑯᓇ ᐊᑐᑦ ᓄᐊᕐᑯᓇᕆᐃᒃᐸᑦ ᐸᑦ ᓴᓇᓗᒍ ᒪᑐᓂᓕᒃ ᖃᐅᔨᒪᔪᖅ ᓄᓇᒃᑲᓇᑦ ᑐᓂᒃᑯᑦ ᐃᓗᐊᓂᒃ ᑕᑯᓇ ᓴᓇᓴᐅᓯᓯᒪᓕᖅ ᐸᑦᓯᓇᓴᐅᓯᓯᒪᓕᖅᓂᑦ ᐃᓕᓴᐃᓂᒃ ᐃᓕᓴᕐᓂᑎᒃ

37. ᓄᓇᑐᐃᓄᓕᕆᔨᖅᑎᑎᓯᓚᐃᓂᖅ

ᐊᑐᕐᓇᖅ ᐅᑎᖅ:

ᖃᐅᔨ ᓯᖅ ᐃᓗᐊᐊᕈᑕᖅ ᐅᕙᓪᓕᓂᖅ ᖃᐅᖅᖁ ᒪᑦᓂᐊᖅ ᐃᓂᓯᒪᓗᑎᒃ ᓂᑎᕐᐃᕋᓂᕐ ᖃᖏᕐᒧᑦ ᐅᕙᓪᓕᓗ ᐃᒃᓯᕐᐅ -ᑕᐅᕙ ᒪᑦᓴᒃ ᖃᖏᕐᒧᑦ.

ᓯᓚᑦᓯᖅ ᐃᓱᓯ ᓯᒪᓐᖏᑦᑐᕐᓇᖅᑐᓂᖅ ᐱᓇᑦᑐᓂᖅᓴᓂᖅ ᓇᒃᑲᓂ ᐃᒃ ᓗᐃᒪᓐᖏᑦᑐᕐᓂᓗᓂᖅ, ᑐᐱᓇᖏᑦᑐᕐᓂᓗᓂᖅ ᓗᓂ ᐃᒃ ᓗᓇᖏᑦᑐᕐᓂᓗᓂᖅ, ᐅᒥᐊᓯ ᓴᓇᖏᑦᑐᕐᓂᓗᓂᖅ, ᐊᑐᐃᒃᐅᒪᓯᖏᑦᑐᕐᓂᓗᓂᖅ, ᐅᖃᕐᓗᓂ ᐃᒃ ᓗᖏᑦᑐᕐᓂᓗᓂᖅ, ᐅᖃᕐᓂᖅ ᑭᓯᐅᓗᐅᑎᖏᑦᑐᕐᓂᓗᓂᖅ ᓇᒃᑲᓂ ᓗᒍ.

ᑕᖏᓐᓇ ᐱᖏᑦᑐᑎᒃᓴᐅᓴᖏᓐᓇᖅᑐᓂᖅ ᓯᓚᒃᒪᒃᓯᒪᐅᑎᓪᓗᒍ ᐃᒃ ᓗᒥᒃᓯᐊᖏᓐᓇᖅᑐᒥ ᓴᓇᖅᑐᓂᖅ ᐃᖏᕐᓴᐅᓯᖏᓐᓇᖅᑐᒥ ᒪᑕ, ᐅᑦ ᓗᑎᒃᓴᖅ ᖃᐅᔨᓴᐃᓐᓇᖅᑐᑦ ᓂᕐᓴᐅᑦ ᓗᒍ.

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38. ᐱᓕᒍᖅᓂᓂ ᖃᓄᐃᓕᐅᑉᑭᓱᓕᖅᓯᒪᖅ

1. ᐊᖏᓚᑭᑦᑕᐅᖅᓯᒪᓂᖅ ᑕᓯᐅᖅᓂᖅ
2. ᓴᖅ ᐃᐱᖅᑕᐱᓕᒪᓂᖅ ᖃᓄᐃᓕᐅᑉᑭᓱᓕᖅᓯᒪᖅ ᓄᖅ-ᑲᑎᖅᓂᖅ .

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39. ᐊᖏᕈᓯᓚᓕᐅᖅᓯᒪᓂᖅ

ᐊᑐᕐᓇᖅᑎᑦᑕᒫᑦ ᐅᓪᓚᐊ:

ᕿᒪᖅᓂᕐᑐᒪᑦ, ᐅᓪᓛᓐᓇ ᐊᓂᔪᓇᐅᔭᖅᓯᒪᓂᖅ, ᓂᐱᔪᓕᒃ ᑎᓯᔪᓕᒃ ᐊᐃᖅᓯᓕᒃ, ᐊᓂᒍᓕᒃ, ᑎᑎᕋᐅᑦ.

ᑕᐃᓇ ᖃᓇᐅᔨᔪᓇᖅᑐᑦ ᐊᑦᓯᔨᓕᕆᔨᐅᔨᓇᓂᒃ ᐱᐃᖅᔪᐊᑎᒍᔪᓇᖅᑐᑦ.

ᖃᓇᓕᐊᒃ ᖃᓇᐅᔨᔪᓇᖅᑐᑦ ᐅᖃᐅᔾᔨᒌᒃᑐᖅ ᐊᑐᑕᔨᔪᓇᖅᑐᑦ ᐊᑐᑕᔨᔪᓇᖅᑐᑦ ᑎᓪᓗᒍ ᐊᑐᑕᔨᔪᓇᖅᑐᑦ ᐊᑐᑕᔨᔪᓇᖅᑐᑦ ᓄᓇᓕᒫᓂᖅ.

1. ᓂᐱᑎᓪᓗᒍ ᐊᓂᔪᓇᐅᔭᖅᓯᒪᓂᖅ ᐸᐃᑉᐸᑦ ᓄᓇᕗᒻᒥᐅᑦ
2. ᑎᑎᕋᐅᑦᑐᒥᒃ ᑕᑯᔨᐊᑕᓂᐅᔪᖏᓐᓄᑦ ᑐᓂᓯᒪᓂᖅ ᐊᑦᓯᔨᓕᕆᔨᐅᔨᓇᓂᒃ ᓄᓇᕗᒻᒥᐅᑦ, ᓂᐱᔪᓂᒃ ᑕᑯᔨᐊᑕᓂᐅᔪᖏᓐᓄᑦ ᐱᖓᓱᐊᕐᓂᖅ ᐊᓂᔪᓇᐅᔭᖅᓯᒪᓂᖅ ᐊᑐᑕᔨᔪᓇᖅᑐᑦ ᐊᑐᑕᔨᔪᓇᖅᑐᑦ ᐊᑐᑕᔨᔪᓇᖅᑐᑦ

40. ᐃᓄᒃᓱᐊᕐᓱᓂᖅ ᐱᒃᓱᐊᖁᓂᖅ

ᐃᒪᐃᔨᓐᓇᖅ ᓂᕆᔨᒃ :

ᐊᑕᐅᓯᖅ ᓯᕆᓯᖅ ᐃᓄᐃᑦᓱᐊᕐᓱᓗᓂ ᐊᐃᖅᑲᓇ ᐊᐅᓚᖅᑎᑦ-ᐃᑦᓱᐊᕐᓱᓗᓂ ᑕᐃᓇ ᐊᐅᓚᖅᑎᑦᐃᑦᓱᐊᖅᑐᒃ ᖃᓄᖅᓴᖅ ᓂᐃᑦᓱᐊᕐᓂᐃᖅ-ᓇᖅᑐᖅ ᐃᓄᐃᑦᓱᐊᕆᔭᒃ , ᐊᒃᒪᓗ ᖃᓄᖅᓴᐃᑦᓱᐊᕐᑎᖅᑲᒍ ᐱᓯ-ᐃᑦᓱᐊᕐᓂᐃᖅᑐᖅ, ᐅᖅᓯᐃᑦᓱᐊᕐᓂᐃᖅᑐᖅ, ᓄᖅᑲᐃᑦᓱᐊᕐ-ᐃᓇᖅᑐᖅ, ᓯᓚᒃ ᑲᐃᐃᑦᓱᐊᕐᓂᐃᖅᑐᖅ, ᓯᓚᒃ ᑲᓪᓂᐃᑦᓱᐊᕐᓂᐃᓇ-ᖅᑐᖅ, . ᖃᐅᒃ ᑭᖅᑕᐃᑦᓱᐊᕐᓂᐃᖅᑐᖅ ᖁᓄᑐᐃᐃᓂᐃᖅᓯᐅᓕᕆᖅᑐ.
ᐃᖅᓯᕈᑕᕐᓂᐃᖅᑐᑦ ᐃᓄᐃᑦᓱᐊᕐᒪᔭᕐᑕᖅᑐᖅ ᐊᐅᓚᖅᑎᑦᐃᑦᓱᐊᕐᓯᓪᓕᖅᑕᖅᑐᓂ.

41. ᐃᓂᓕᐅᒪᓂᖅ ᐊᑦᑐᑦ ᐊᒋᓂᑦᑐᒥ

ᐊᑐᕈᐃᓐᓇᑦ ᑎᑎᐊ:

ᑭᓯᑐᐃᓐᓇᑦᓂᒃ ᐊᐅ ᓴᒥᐱᑦᑐᓂᒃ ᖃᓇᓂᖏᑦᓄᑎᒃ ᑭᑦᑕ-
ᑎᒃᑐᑦ ᐅᓵᕆᐃᑦ, ᓇᑦᕋᑦᑐᒍ ᐊᑭᕈᖅᖢᒃ, ᓯᓯᒍᑦ ᓯᖏ-
ᖅᓄᐃᓵᓱᑦ, ᑭᓯᑐᐃᓐᓇᓂᒃᓄᐃᓂᑦ, ᑕᐃᑦᑕᖅᖢᒃ, ᐊᒃᓯ-
ᕈᓵᒃ

ᐃᒪᐃᔪᐃᓐᓇᑦᑐᑎᑦ:

1. ᑕᐃᑦᑕᖅᑎᒃ ᖁᖃᓂᖅᓯᓄᑎᑦ ᑕᑦᓯᒪ ᐃᓂᓕᐅᖅᓂᐊ-
   ᑕᐃᑦ.
2. ᐊᒥᐊᕈᒪᒍ ᒍᑦ ᐃᓂᓕᐅᖅᓄᒍ, ᐊᒥᐊᖅᓄᒍ ᑕᑯᓱᐃᓐᓇ-
   ᖅᑐᑎᑦ ᖁᓂᐃᑦᑐᕈᑦᒪᖃᑦ ᓴᓇᕆᐃᑦ.

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42. ᐊᖏᓚᖅᑐᑦ ᖃᐅᔨᓴᓂᓕᕆᓂᖅ ᐊᓂᓄᑕᑎᓄᑦ

ᐱᓕᕆᔨᒃᑯᑦ ᓄᑕᓄᖅᓱᓄᑦ ᐅᖃᓪᓚᒃ ᓄᑎᕋᓄᑦ ᐱᓕᕆᔨᒃᑯᐊᑎᒃᓴᐅᓪᓚᑦᑎᑦ ᖃᐅᔨᓴᖏᓐᓄᑦᑕᐅᑎ ᑎᑎᐊᑎᐊᓕᒃᑎᑦ ᑭᓪᓗᒍ ᖃᓪᓗᒍ ᑐᓂᒃᑯᑦ, ᐊᓂᒍᒃ ᑐᓂᒃᑯᓄᑦ, ᑕᒪᔭᐊᓕᐅᓄᑦᓱᓄᑦ, ᐃᓕᐅᓄᑦᓱᓄᑦ ᓄᓇᓕᒃ ᑐᑭᓯᓄᑦ ᐊᒃᑐᑦ ᓄᓇᓕᖅᑐᖅ ᑲᑎᕋᖅᑕᐅᓂᖅ.

1. ᓂᐅᐃᖏᑦᑐᑦ ᓄᓇ ᑭᓱᐊᓂ ᐱᓇᓱᐊᓂᒃ (ᑭᒃᖢᑎᒃ-ᑐᑎᒃᓯᒪᓂᖅ ᓂᒃ ᓄᓇᓕᑦ) ᐃᓕᐅᔪᓇᖏᑦᑐᓄᑦ. ᓂᐅᐃᖏᑦᑐᑦ ᓄᑎᑦ ᐊᒥᐊᓱᓱᑭᑦᑐᓂᒃ ᐅᖃᓪᓚᒃ ᐊᒥᐊᑎᖏᑦᑐᓄᑦ ᖃᓄᐃᓕᓴᐅᑎᓯᒪᓂᖅᑐᓂᒃ.
2. ᓂᐅᐃᖏᑦᑐᑦ ᓄᑎᑦ ᓱᓕᒃ ᑕᐅᔪᓇᓕᓱᐊᓂᖅᑐᓄᑦ. ᐱᓇᓱᐊᓂ ᐃᓄᓕᖓᓕᒫᑕ ᓱᓚᒥᑕᐅᒃᑐᒃ ᐸᑦ ᐃᐱᒃ ᓴᓪᓕᐅᑎᓪᓗᑎᑦ ᓄᓇᓕᖅᑐᖅ ᐅᖃᓪᓚᒃ ᓴᓪᓕᐅᑎᓪᓗᑎᑦ.
3. ᖃᐅᔨᓴᖏᓐᓄᑦᑕᐅᑎ ᓄᑎᑦ ᓄᓇᓕᖅᑐᑦ ᓂᐅᐃᖏᑦᑐᑦ ᐊᒥᑦᑕᑦ ᓄᓇᓕᒃ ᑐᖃᖅᑐᓂᒃ ᐅᖃᓪᓚᒃ ᓴᓪᓕᐅᑎᓪᓗᑎᑦ ᑭᑭᐊᑦᒥᒃ ᐱᑎᐊᓂᑭᓂᒃ ᑲᑎᕋᖅᑕᐅᓂᖅᑐᓂᒃ ᓄᓇᓕᖅᑐᖅ ᐅᖃᓪᓚᒃ ᓴᓪᓕᐅᑎᓪᓗᑎᑦ ᒥᑭᓱᐊᓂᒃ ᐃᓕᐅᔪᓇᖏᑦᑐᓄᑦ ᐅᖃᓪᓚᒃ ᓴᓪᓕᐅᑎᓪᓗᑎᑦ ᓄᑕᓄᑦ ᓴᓪᓕᐅᑎᓪᓗᑎᑦ ᓄᓇᓕᖅᑐᖅ.
4. ᖃᐅᔨᓴᖏᓐᓄᑦᑕᐅᑎ ᓄᑎᑦ ᐱᑐᑦ ᓯᑦᓂᒃ ᐱᓇᓱᐊᓂᒃ ᖃᐃ-ᖃᓪᓚᑎᑦ ᑎᒥᓱᒪᓂᖅᑐᒃ ᑲᑎᕋᖅᑕᐅᓂᖅ.
5. ᐱᓇᓱᐊᖏᓐᓄᑦ ᑎᑦ ᑎᖏᑦᑕᒪᓂᒃ ᓄᑎᑦ ᓄᑦᑕᓯᓂᒃ ᑎᑎᕋᐅ-ᑎᓂᒃ, ᐊᒥᐊᑦᑭᑎᓂᒃ ᓄᓇᓕᖅᑐᖅ.
6. ᐱᓇᓱᐊᖏᓐᓄᑦ ᑎᑦ ᑎᓂᐊᑭᐃᓕᑦ ᖃᐅᔨᓴᖏᓐᓄᑦᑕᐅᑎ ᑐᐊᓯᐅᑦᓴ ᐱᓇᓱᐊᓂᓐ ᐃᓱᓇᓱᐊᓂᒃ ᓄᓇᓕᖅᑐᖅ ᐱᑦ ᓂᐅᑭᓴᖅᑐᒃ ᑲᑎᕋᖅᑕᐅᓂᖅ.

ᐅᑦᓯᑦᑕᐅᑦᑐᒃ ᓱᑦ:

1. ᐱᓇᓱᐊᑎᒃᓴᐅᓯᑦ ᖃᐅᔨᓴᖏᓐᓄᑦᑕᐅᑎ ᐊᒥᐊᖏᑦᑕᒪᓂᖅ ᓄᑎᑦ ᓄᓇᓕᖅᑐᖅ ᓱᓚᒥᑕᐅᒃᑐᑦ ᐊᑐᖅᑭᒧᓇᖅᑐᑦ ᐃᓚᒋᓴᕐᓗᒍ ᐅᑦᓯᑦᑕᐅᓂᖅ ᓴᓇᔭᒍ.
2. ᐊᑐᑦ ᓂᐊᑭᓐᓇᓂᕆᐃᒃᑐᑦ ᓴᓐᑲᖏᓐᓄᑦᑕᐅᑎ ᓄᑎᑦ ᐱᓇᓱᐊᑦᑐᑦ ᑯᓚᖅ (ᑕᑯᔨᓇᓕᑕᐃᒃᑐᑦ ᐱᒃᑐᑎᒃ ᐱᓇᓱᐊᑦᑐᒃ ᑯᓚᖅ 18.)
3. ᐱᓇᓱᐊᓂᒃ ᖁᒪᐃᓇᓕᓂᖏᑦᑕᒪᓂᒃ ᓄᑎᑦ ᒪᓕᕐᑐᒪᓂᖅ ᓇᑎᑦ ᒪᑭ ᐱᓕᓂᒃ ᐃᒪᐅᓂᒃ ᑐᒪᑭ ᖃᐅᔨᓴᖏᓐᓄᑦᑕᐅᑎ ᓄᓇᓕᖅᑐᑦ ᐊᒥᑦᑕᒪᓂᖅ ᐊᒥᐊᑎᒃᓴᐅᓂᖅ.

43. ᓯᑭᓯᖅ ᐃᓂᓗᐅᔪᓐᓇᒍ ᐅᓪᓗᓕᒫᓂᖅ ᓴᖅᑭᑎᓐᓂᖅ

ᐊᑐᑭᓐᓇᖅᑎᑦ ᐅᑯᐊᑦ:
ᓯᐃᓪᓗᓯᓂᖅ ᐊᖏᓪᓚᑦ, ᐊᒃᓂᓕᕆᔨᒃ, ᐊᒥᐊᑭᑎᑦ.

1. ᓯᐃᓪᓗᓯᑯᒃ ᐃᓂᓐᓇᒍ ᓇᑎᑦ ᒧᑦ (ᐊᑐᑭᓐᓇᖅᑎᑦᓯᓚ-ᑎᑦ ᔾᔨᓴᓂᒃ ᑲᑎᑎᒃᓄᑦ ᓂᐱᑦᑕᓚᒧᑦ.)
2. ᓯᑭᓯᓂᖅ ᓇᓕᑎᒃᓄᒍ ᓯᐃᓪᓗᓯᓪᓗᑦ ᒧᑦ ᐃᓂᓐᓇᑦᓄᒍ ᑎᑎᖅ.
3. ᐃᑲᔪᓂᖅᑎᒍ ᐊᒥᐊᑎᑎᒃᓄᒍ ᐃᓂᓐᓇᑕᖅᑕᖅᑕᒃ ᓂᐅᓐᖑᒐᖅ ᐱᒋᒍ ᑯᑭᓐᖑᒐᓂᒃ, ᓄᓕᓐᖑᒐᓂᒃ, ᐊᓐ ᓄᕆᓐᖑᒐᖓᓐᓂᒃ, ᐃᓕᓐᖑᒐᖓᓐᓂᒃ, ᓯᐅᑎᓐᖑᒐᖓᓐᓂᒃ, ᓯᐅ ᓐᖑᒐᖓᓐᓂᒃ ᓗ, ᓯᓂ ᓐᖑᒐᖓᒃᓂᒃ ᖃᓂᓐᖑᒐᖓᒃᓂᒃ ᓗ ᐅᖃᖃᑕᒃᑕᖅᑐᑦ ᑐᓂᒍ ᐱᓇᓯᓐᓇᖅ ᐊᐱᑎᑦᓂᒃ ᓗᒍ "ᐊᓄᐃᑦ ᑐᓂᐊᓕᖅᑲᒃᑲᓪᓚᒃ ᓄᓕᑎᑦ?" ᓄᓕᑎᑦ ᐃᓕᓐᓂᐊᓕᕆᔨᑦ ᐃᖃᓯᓚᐅᖅᑕᓪᓚᓐᓂᑦ ᓗᓐᓂᑦ?" ᐃᓕᓐᓂ ᑭᒃᑲᓂᖅ ᑐᓴᒪᓂᖅ ᓗᓐᓂᑦ?"

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44. ᒥᓂᔅᑲᓂᐦᑖᐃᐧᐣ ᐯᐧᐦᐁᓂᐦ

ᐊᑐᑭᓐᓇᐧᑎᑦ ᐅᓄᐊᑦ:

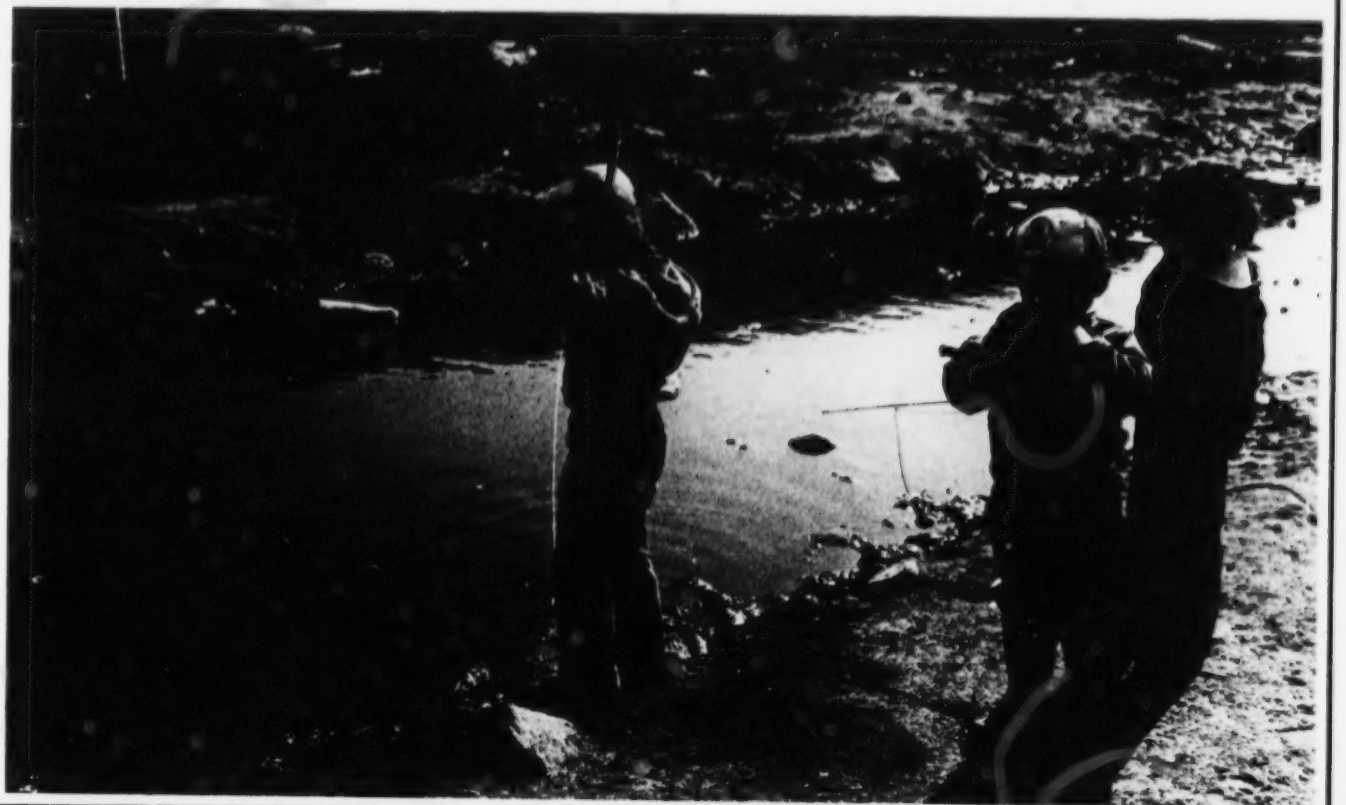
ᐸᐃᐧᑦᐸᐧᐣ ᑎᑎᖏᓕᐧᐣ,
ᐃᓂᒪᒃᑲᖅᑭᐧᓄᑦ ᑭᓯᓂᑦ ᐅᐧᑦᓂᔭᓄ ᓄᐃᐧᑦᓴᒃᓴᐧᐣ ᐊᒃᓂᓐᓇᐧᓄᑦ
ᓄᓐᓂᑦ ᐊᒥᐊᑭᑎᑦᓄ

1. ᐊᒃᒪᓗᑭᑕᐅᑎᑦ ᐊᒃᓂᑭᔭᐧᑦᑐᑦᓄᑦ ᑕᐧᓂᒪᒃ ᑭ-
   ᖏᓂᖓᔪᑦ ᐊᒃᐳᓐᖓᔪᐧᑦ, ᓇᓴᐅᑎᑦᓄᓐᓂᑦ ᐅᖃᐅᓕ-
   ᓂᓄ.
2. ᓂᐳᓂᑦ ᑕᐧᓂᒥᖏᒃ ᐊᒥᐊᑎᓐᓂᓐᓇᐧᑦᑐᑦ ᐊᒥᐊᑎᓐᓂᓕ-
   ᒪᔪᑎᒃ.
3. ᑭᓱᒃᓄᔪ ᒥᐧᑦᓂᐧᐊᓕᑭᐳᐃᑦᑕ ᑕᐧᓂᒪᒃ ᒥᐧᑦᓂᒥᑎᓂᐧᐊᐃ-
   ᑕᐃᒃᑲ ᐃᓂᐧᐊᐅ ᐃᐸᓄᐧᑦ (ᓄᐃᐧᑦᓴᒃᓴᐧᑦᓄᓐᓂᑦ,
   ᐊᒃᓂᓐᓇᐧᑦᓄᓐᓂᑦ.)

ᑕᐧᓇ ᒥᐧᑦᓂᒪᑦᓴᑎᑎᓄᔪᔪ ᐊᒃᒪᑦᑭᐧᑦᓂᑦ ᐱᐅᓱᒪᑎᑎᒃᑐᓂ.

45. ᑕᖅᖁᐃᑦ

ᓱᓕᖅᑎᐊᕐᕕᐅᑎᖅ ᓄᑦ ᑭᓱᓂᐊᕐᓱᒪᔪᐃᑦ ᓱᓕᓱᖅᑭᑦ
ᐱᖓᑎᖓᖅ ᓄᑎᖅ ᑕᖅᖁᐃᑦ ᑕᑯᔾᓐᓇᖅᑕᐃᑦ ᑕᐅᑎᖅ ᓄᑦ
ᓱᓕᓱᒃᑐ ᐃᐸᐃᑦ ᑕᖅᖁᖏᓚᐅᑉ. ᐅᖓᐅᑎᓄᑦ ᑭᓱᓂᒪᔭ
ᑕᐅᑎᖅ ᓄᑦᓄ ᐊᐅᓕᑎᖅ ᓄᑎᖅ ᑕᖅᖁᐃᑦ ᐊᐅᓕᖅᒪᖅ.
ᐅᖓᐅᑎᓄᑦ ᖃᓄᑐᐃᓐᓇᒃᑐᒃ ᐱᖓᔪᓄᑦ ᑕᖅᖁᕐᑕ ᒪᓕᑲᓐᓇ
-ᖏᑕᖏᓚᐅᑉ.



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46. ᐱᓕᒍᐊᓕᓚᐅᖅᓯᒪᓂᖅ ᐃᓗᐊᑦᑐᐃᓚᒋᔭᐅᓂᒃᓴᖅᓯᒪᔪᖅ

ᐊᑐᕐᓂᓐᓇᖅᑐᑦ ᐅᑯᐊᓂ:

ᐃᓗᐊᑦᑐᐃᓚᒋᔭᐅᓂᒃᓴᖅᓯᒪᔪᖅ ᐅᖃᓕᓐᓂᖅᓯᒪᔪᖅ ᖃᓄᐃᑦᑐᑐᒃᓴᐃᓐᓇᖅᑐᑦ ᑭᖑᓂᖓᓄᑦ ᐱᔭᕆᐊᓕᖅᑐᑦ, ᐊᒃᓱᕈᓐᓇᖅ , ᓂᐱᑦᑕᕐᓂᖅ.

1. ᓴᓇᓐᖏᑦᑐᑦ ᓄᓇᕗᑦᑎᓐᖏᑦᑐᒃ ᐃᓗᐊᑦᑐᐃᓚᒋᔭᐅᓂᒃᓴᖅᓯᒪᔪᓂᑦ ᒪᑕᕐᓂᖅ ᐃᓗᐊᑦᑐᐃᓚᒋᔭᐅᓂᒃᓴᖅᓯᒪᔪᑦ ᒪᑐᐃᖓᓂᖅ ᐊᒻᒪᓗ ᐱᑦᓄᒍ ᐊᒃᓚᒪᓕᐅᕕᒃ ᓴᓇᓐᖏᑦᑐᑦ ᐃᓂᓯᐅᑎᓕᖅᑐᑦ (ᓴᓂᑲᒃᑯᑐᒃ ᐅᑭᐅᓱᓕ ᒪᑐᐃᓂᓯᑦᑐᒃ) ᑎᑎᕋᓂᒃ ᑕᒃᑯᐊ ᐊᒃᓚᒪᓕᐊᑕᐅᕐᕆᑦᑕᑎᑦ ᐊᒃᓚᓕᓕᖅᑐᑦ ᑐᓂᓯᓚᑦ ᐊᒃᓴᕐᓂᖅᓯᒪᔪᓂᒃᓴᖅᓯᒪᔪᖅ ᓄᓇᕗᑦᑎᓐᖏᑦᑐᑦ ᐊᓇᓇ, ᐊᑕᑕᓵᓂᖅ ᐃᒃᓚᑦ ᑐᓂᓯᓚᑦ ᐊᒃᓴᕐᓂᖅᓯᒪᔪᓂᑦ ᐊᒃᓴᓚᐊᓪᓚᖅᓯᒪᔪᑦ ᐊᒃᓴᑯᑉᐳᒃ ᑐᓂᓯᓚᑦ ᐊᒃᓴᓪᓚᕆᐊᖃᖅ ᐊᒃᓴᑯᑉᐳᒃ ᐅᓂᒃ ᑐᓂᓯᓚᑦ ᐊᒃᓴᓪᓚᕆᐊᖃᖅ ᐊᑐᐊᒃᓴᑯᑉᐳᒃ ᐅᓂᒃ ᓂᐱᑦᑕᕐᓂᖅ ᐅ ᐊᑯᑉᐳᒃ -ᓂᓕᓂᑦ ᓄᓇᕗᑦᑎᓐᖏᑦᑐᓕᒫᑦ ᐱᑐᑕᓵᖏᑦᑐᓂᒃᓴᖅᓯᒪᔪᑦ ᑕᖅᑐᓂᒃ ᖃᓄᐃᑦᑐᐃᓐᓇᖅᑐᒃᓴᐃᓐᓇᖅᑐᑦ ᐅᓂᒃ ᓴᓇᓐᖏᑦᑐᑦ ᐊᑐᐊᒃᓴᑯᑉᐳᒃ ᐅᓂᒃ ᐊᑐᐊᒃᓴᑯᑉᐳᒃ ᐅᓂᒃ -ᒥᓕᒃᓯᒪᔪᖅ ᒪᓕᒃᓯᒪᔪᖅ.
2. ᓴᓇᓐᖏᑦᑐᑦᑕᐃᓐᓇᑦᑎᓐᓄᑦ ᓄᓇᕗᑦᑎᓐᖏᑦᑐᒃ ᑕᖅᑐᓂᒃ ᐊᑐᐊᒃᓴᑯᑉᐳᒃ ᐅ

47. ᐃᓕᓴᕐᓂᐊᓕᖅ ᐱᓕᕆᔨᒪᔪᖅ

ᐊᑐᑭᓐᓇᖅ ᑕᑎᑦ ᐅᑯᐊ:

ᐃᓕᓴᕐᓂᐊᓕᖅ,
ᐊᒃᓯᓇᓐ,
ᐊᒥᐊᕈᑎᑦ ᐅᖃᓕᓴ ᖃᓄᖅᑐᑦ ᐊᒥᐊᕈᑎᑦ.

1. ᑲᑎᑎᑦᑎᒍᓇᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᓕᖅᓄᑦ ᒥᓐᔅᓯᒥ-ᐊᓯᐅᑭᖅᓯᒪᔪᑦ ᓄᑦ ᐅᖃᓕᓴ ᓴᒃ ᓄᒥᐊᖅᓯᒪᔪᓐᓇᖅ ᑭ-ᓇᖅᓯᒪᔪᓯᑦ ᓄᓗ ᐊᒻᒪᓗ ᑕᒪᓇ ᓄᐃᓴᕐᓂᐊᕐᓗᒍ ᓴᑕᐃᑦ ᑕᑭᕐᓂᒥᐊᖅᓯᒪᔪᑦ ᑕᒪᓇ ᓴᓇᕐᑕᑦ ᑐᓴᐅᒃ ᐅᓄᐊᖅᓯᒪᔪᑦ ᑕᐅᔭᖅᓯᒪᔪᑦ ᓄᓇᕗᒻᒥ.
2. ᐅᖃᓕᓴᐅᓂᑦ ᑕᐅ ᑯᐊ ᐃᓕᓴᕐᓂᐊᓕᖅ ᓂᐱᑎᔭᓇᖅ-ᒥᖅᑎᑦ ᑲᑎᑎᑦ ᓄᓕ ᐃᓄᖅᓯᒪᔪᓐᓇᖅᑐᑦ ᓄᑦ.

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48. ᐃᓐᓇᑦ

ᒪᓕᒃ ᑕᒪᓯᐊᔪᖅ ᐊᓕᒍᖅ

ᖃᓄᐃᔨᓐᓇᖅ ᐃᓐᓇᑎᓐᓇᓕᒃ ᑭᒡᖃᓄᑐᒍ ᐅᓪᓚᔨᓐᓂᒃ
ᐅᖃᐅᔨᓐᓇᓐᓇᓕᒃ ᐊᒃ ᒪᑎᓪ ᒪᓕᒃ ᑐᓂᓪ ᐅᖃᐅᓯᑎᓪ
ᒪᓕᒃ ᓯᓐᓇ.
ᒪᓕᒃ ᑕᒪᓯᐊᔪᒃ ᐊᑭᓐᒃ ᑎᒃ , (ᑎᒥᒃ ᒥᒃ ᐅᒃ ᑐᑦᓗ ᑐᓂᒃ)
ᐃᒃ ᓯᓚᖅᑐᑦ ᐊᓚᔨᒋᑦ,
ᐊᐃᓵᓪᓕᖅ ᐱᑕᒥᒃ ᐊᑎᓕᒃ , (ᑎᒥᓪ ᐅᓪ ᑐᑦᓗ ᑐᒍ)
ᐊᐃᓵᓪᓕᖅ ᐸᐅᑐᓯ ᐊᑎᖅ , (ᑎᒥᓪ ᐅᒃ ᑐᑦᓗ ᑐᒍ)
ᑎᖏᓕᑎᓪ ᐱᑕ, (ᐊᒃ ᒪᑎᓪ ᑎᖏᑎᓵᓄᑦᓴᐊᓪᓕᐊᑐᓪ)
ᑎᖏᓕᑎᓪ ᐸᐅᑐᓯ,
ᐅᑎᓕᑎ ᐱᑕ, (ᐊᒃ ᒪᑎᓪ ᐅᑎᓪ ᑎᓵᓄᑦᓴᐊᓪᓕᐊᑐᓪ)
ᐅᑎᓕᑎ ᐸᐅᑐᓯ,

ᑕᐃᒪ ᐱᖓᓐᓄᖏᑦᑐᒥᒃ ᐃᓐᓇᑎᓐᓇᓕᒃᑐᒥᒃ ᓯᓚᓯᖅᓯᒪᓪᓚᕆᒃ ᒪᓕᒐᓐᓇᓕᒃ
ᐅᖃᐅᓯᓯᓐᓇᓂᒃ ᐅᓪᓚᔨᓐᓂᒃ ᐊᒃ ᒪᑎᑦᑕᓂᒃ ᓇᓚᐅ . ᓇᓱᐅ
-ᑎᓂᒃ ᐃᓕᒍᓐᓇᓕᒃᑐᒃ 1-ᒥᑦ 2-ᒧᑦ .

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49. ᖃᓐᓇᓕᒫᖅᓯᐅᑦᑐᓂᒃ ᖃᓄᐃᓕᐊᓂᒃ

ᐅᑯᐊ ᐊᑐᕐᓇᖅᓴᖅ ᓄᑖᖅ:

ᐱᖓᓱᓂ ᖃᓄᑕ ᓴᓇᒥᓂᖅ ᐅᓂᒃᓯᓗ ᐊᒥᓱᓂᖅᓴᓂᖅ ᐊᑭᓐᓂᖅ ᐊᑭᓐᓂᒃ ᓄᑖᖅ.

ᐃᒪᐃᒪᓕᖅᓴᖅ ᑐᑭᓯᐊᖅᑐᑦ:

1. ᖃᓄᑕ ᓴᓇᒥᓂᖅ ᐊᑭᓐᓇᖅᓴᖅ ᓄᓇᓕᓂᖅᓴᓂᒃ ᓄᑖᖅ ᓄᓇᓕᓂᖅᓴᓂᒃ ᑎᑎᕋᖅᓴᓂᒃ ᓄᑖᖅ ᐊᑭᓐᓇᒪᒃ.
2. ᖃᓄᑕ ᓴᓇᒥᓂᖅ ᐃᒪᓐᓇᐅᑉᓴᖅ ᓄᑖᖅ ᐅᖃᐅᓯᖅᑕᖅ ᐱᓕᕆᖅ ᓄᑖᖅ.
3. ᐃᓕ ᒪᓯᖅ ᓄᑖᖅ ᐸᐃᖅᐸᓂᖅ ᐊᒥᐊᓂᑎᐊᑎᒃ ᑐᓂᖅ, ᖁᒥᖅᓯᑕᒪᒥᓂᖅ ᓂᕆᖅᓴᓂᖅ.
4. ᓇᓴᐅᑎᓕᐅᕐᓯᓂᖅ ᓄᑖᖅ ᒥᑭᓂᖅᓴᓂᖅ ᐸᖅᓂᖅᓴᓂᖅ ᐱᒥᐊᖅ ᐊᒥᓱᓂᖅᓴᓂᒃ ᐊᑭᓐᓂᒃ. ᓄᓕᓯᐅᓕ ᐊᓯᐊᑎᓴᒪᓂᖅ ᖃᓄᐃᓕᐊᓂᒃ ᐊᑭᓐᓇᖅᓴᖅ ᐅᑎᓪᓗᒥᓂᖅ ᓄᑖᖅ. ᐅᓂᒃᓯᓗ ᑭᓇᐅᔭᒥᓂᒃ ᖁᒥᖅᓯᑕᒪᓂᖅ ᐊᑭᓐᓇᖅᓴᖅ ᓄᑖᖅ ᐊᑭᓐᓇᒪᒃ ᐊᑐ

50. ᓄᓇᕗᑦᑐᖅᑕᐅᓂᒃ ᐃᓕᓴᕐᑐᖅᑕᐅᓂᓗ ᐱᓕᕆᔨᖅ

1. ᓄᑕᖅ ᒪᑉᑐᒃ ᐃᓕᓴᕐᕕᓗᒃ ᑕᓯᐅᑦᓗᒃ . ᓇᖅᑎᓯᓕᕆᔨᑦᑎᐊᒃ ᓴᖅ ᑯᐃᓕ ᑕᐃᓕᒪᓗᒃ . ᓇᖅᑎᓯᒥᑕᒃ ᐃᖅᑲᓕᕆᔨᑦᑎᐊᖅᑐᑉᓴᑦ ᓴᖅ ᑯᐃᓕ ᑕᐃᓕᓴᑦᑎᓗᒃ .
2. ᓄᑕᖅ ᐃᖅᑎᓕᓗᒃ ᑐᓄᖅᖃᖅᑕᐅᑎᓗᒃ ᑕᓕᑦᑎᓄ ᑕᓯᐅᑦᓗᒃ ᓇᖅᑎᓯᓕᕆᔨᑦᑎᓗᒃ ᓴᖅ ᑯᐃᓕ ᑕᐃᓕᓴᒪᓗᒃ ᐊᐅᒪᓗ ᐃᖅᑲᓕᕆᔨᑦᑎᓗᒃ .

ᓄᑕᓂᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᑦ ᑐᑦ ᐱᖃᑎᒌᑦᓂᐊᕐᓂᖅ ᑲᑐᔾᔨᖅ ᐅᑉᐳᖅᑎᒋᔭᖅᑎᓂᖅ .

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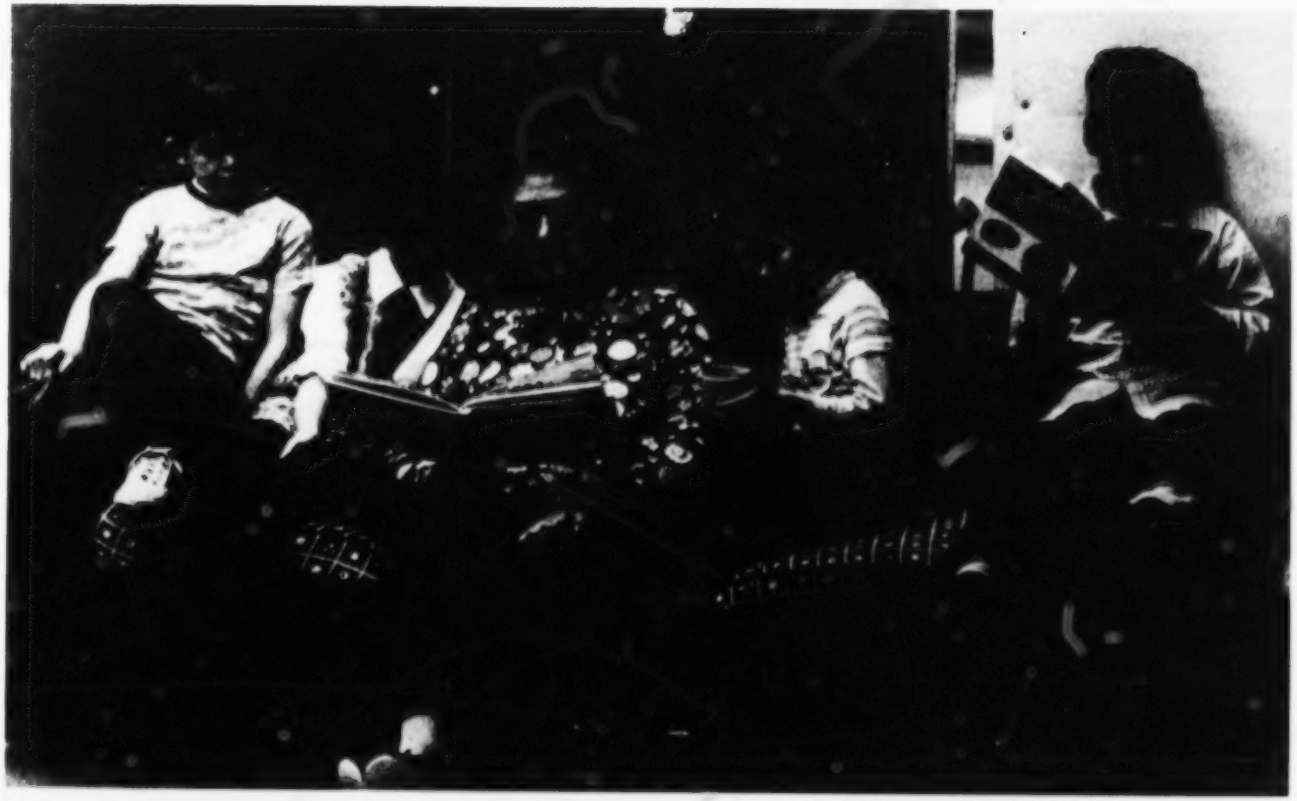
51. ᐊᓕᓐᓂᒥᓂᓂᑦ ᓴᓇᔨᔪᐊᖏᓐᓇᖅ

ᐊᑐᕈᓐᓇᑦ ᐅᑯᐊ:

ᐊᓕᓐᓂᒥᓂᒃ,
ᐃᓂᓗᐅᑎᓂᒃ, ᓄᐃᓐᓴᐅᓐ ᓴᓇᖅ

1. ᐊᓕᓐᓂᒥᓂᓂᑦ ᓴᓇᖅᑐᔪᐊᓂᑦ ᑭᓇᖅᑐᔪᐊᓕᐅᑦ-ᑐᑭ ᐃᓂᓗᐅᑎᓐᓄᑦ ᑕᐅᓐᓂᓐ >ᑐᔪᖏᖅ ᐃᖅᓯᑕ ᓴᓂᐊᓂ (ᐃᓂᓗᐅᑎᓂᒃ ᒪᓐᓂᒥᓂᑎᐊᑦ ᑐᑭᑦ ᐱᓐᓂᐅᕐᓴᖅᓂᑦ ᑐᑭᑦ ᓂᒋᓂᓐᓂ ᓄᒃ ᒥᑭᑐᐊᑦ ᑐᑭᑦ ᐃᓅᓕᑦ ᑕᐅᓐᓂᓐ ᐃᓕᓴᕐᑕ ᑕᓐᓇᐅᔭᓐᓂᒃ ᑭᓇᖅᑐᔪᐊᓕᐅᑦᑐᑭᑦ ᑐᑭᑦ ᓂᓪᓕᖅᓂᒃ ᐊᓂᒍᑎᓐᓄᑦ ᓄᓇᒥᐃᓐᓇᓐᓄᑦ ᓄᓇᓕᒫᓂᒃ ᐅᓂᒃᑳᖅᑐᓂᒃ ᑭᓇᐅᔭᓐᓂᒃ ᑐᑭᑦ ᑐᓂᓐᓂᑦ ᑐᑭ



52. ᐅᓂᒃᓂᓕᒃ

1. ᓴᖅᓴᓕᒃ ᖃᐅᔨᓴᕐᓗᒍᑦ ᐅᓂᒃ ᑲᑦ ᐃᒪᓕᕆᔨᒃ .
2. ᓇᓂᓴᔪᓐ ᓇᖅᑲᒃ ᑯᐃᑦ ᐅᓂᒃ ᑲᑦ ᑎᑎᕋᖅᓂᒃ ᖃᒥᖅᑭᓕᓂᒃ ᐅᓂᒃ ᑲᑭᓐ ᐃᖅᑑᑦ ᑐᑭᓯᒪᓂᒃ ᓴᓇᓗᐊᒃ ᐊᑕᑕᐃᓕᓐᓂᓐ ᐅᓂᒃ ᑲᑦ ᐸᓕᒥᓐᓂᒃ ᐅᓂᒃ ᑲᑭᓐ ᐃᒪᓕᔪᓐᓇᖅᑐᒃ ᓴᓴᓂᐅᑎᒃ ᐊᑐᐊᓕᒃ ᐅᓂᒃ ᑲᑦ ᐊᓕᔪᓐᓇᖅᑐᒃ ᐅᓂᒃ ᑲᑦ ᐸᓕᒥᓐᓂᒃ ᐅᓂᒃ ᑲᑦ ᐃᒪᓕᔪᓐᓇᖅᑐᒃ ᐅᓂᒃ ᑲᑦ ᑕᒪᓐᓇᖅᑐᒃ ᓴᓇᓗᐊᒃ ᐅᓂᒃ ᑲᑦ ᐃᒪᓕᔪᓐᓇᖅᑐᒃ

53. ᓴᓇᓗᐊᖅᓯᒪᓕᒃ
ᐊᑐᕐᓇᐅᔭᓕᒫᑦ

ᐊᑐᕐᓂᖅᓴᖅ ᐅᑯᐊ:

ᓂᐱᒃᓯᒪᓂᖅ (ᑕᑯᒍᒃ ᐸᐃᑦᐸᑦ ᓇᓴᐅᑕ 34)
ᐊᒥᐊᕐᑐᑎᑦ ᐃᒪᖃᓕᑦ ᐅᑦᓯᓗ ᓂᕆᒧᒍᑦ ᐊᒥᐊᑎᒃ ᓯᒪᒃ
ᑕᑭᓗᐊᕐᑦ ᑐᒥᒃ ᐊᖏᓕᕐᓂᒃ ᐅᑦᓯᓗ ᓄᐃᑦᓴᒃ ᓴᓂᒃ
ᐸᐃᑦᐸᑦᒥᒃ .

1. ᐊᓗᑎᑦᐸᑉᒍᑦ ᓂᐱᒃᓯᒪᒃᓴᓂᒃ ᐃᓕᓴᓗᑎᑦ ᐊᑲᒪᓗ
ᐊᒥᐊᑦᒪᒥᒃ ᐸᓂᑦᑐᒥᒃ ᓄᐃᑦᓴᓗᑎᑦ ᐊᒥᐊᖏᓐ ᑕ-
ᓂᑦᑐᑎᐊᑦᓗᒍ.
2. ᐊᖑᑎᓴᑦᑐᓂᒃ ᐊᒥᐊᓂᒃ ᓴᓇᓴᒪᓗᑎᑦ ᐸᓂᖅᐳᑦ
ᐃᓕᐊᓂᑎᑦᓗᒥᑦ ᐅᑦᓯᓗ ᐅᒃ ᑎᓴᕆᓕᑦ ᐊᑲᒪᓗᑭᑕᑦ
ᐃᓗᐊᓂ.

3. ᐊᖑᓇᒥᒃ ᐃᓕᓴᓗᑎᑦ ᑕᑦᓴᒪᖅ ᓴᓇᕆᑕᑦᑕᑦ ᓂᑦ
10-ᒥᓂᒃ ᐅᑕᖅᑭᓗᑎᑦ .
4. ᐊᖑᓇᖅᑐ ᐱᓕᑦᒥᓗᒍ ᓴᓇᐅᑦ ᓂᑦ ᓂᐱᒃᓯᒪᓂᖅᐳᖅᑲᑦ
ᐃᓕᖅ ᐱᐅᑦᓗᒍ ᐸᐃᑦᐸᑦᒧᑦ ᐃᓕᓕᑦᓗᒍ ᐊᖑᓇᖅᑐ
ᖃᓄᐃᓕᖅᑭᐅᓂᑦᓗᒍ.

ᑕᵃᓇ ᓴᓇᵃᓴᐊᖑᓂᒃ ᐃᑲᔪᕈᵃᓇᑦᑐᖅ ᓯᕗᓪᓕᒥᒃ ᐃᓕᵃᓂ-
ᐊᑦᑎᑦᓗᒍ ᐊᑎᖃᖅᑐᒥᒃ ᐊᖑᓇᖅᑐ ᑕᑯᔪᵃᓇᑦᑐᖅ ᑕᑦᓯ
-ᒪᒃ ᐊᖑᓇᑦ ᐱᖓᵃᓇᐅᵃᓂᖅᓂᒃ ᐊᑦᒪᓗ ᖃᓄᐅᐃᵃᓇᖅᑐᖅ ᓴᓇ
-ᓴᐅᔪᵃᓇᑦᓂᖅᓂᒃ ᑕᑦᓯᒥᖅ ᓴᓇᑎᑦᓗᒍ ᖃᓄᐅᐃᵃᓇᖅᑐᖅ ᓯ
-ᓯᓯᖅ ᐊᔪᐊᑎᑦᓯᒪᒍᵃᓇᑦᑕᐃᑦ ᐊᖑᓇᖅᑐ ᐱᵃᓴᐊᕐᓯᖅᓂᒃ
ᖃᐅᔨᒪᔭᑦᓂᒃ .

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54. ᐅᖃᖅᑕᐅᓂᖅ

1. ᐅᑦᓗᒥ ᐅᖃᖓᑎᖃᖅ ᑲᐅᓯᖅᓯᒃ ᓯᑕᓴᖅᓯᒃ ?
   ᓯᑕᓴᖅᓱᒃ ᐅᖃᖓᑎᒋᖃᖅ ᑕᑕᐃᐅᒃ ᐃᓕᑦ ᓴᖅᓕᐊᔪᓐ ᓇᑦ-
   ᓂᕿᐅᒪᔨᖅ ᑐᖅᓱᒃ ᐅᖃᖓᑎᐅᕿᓂᖅᓯᒃ ᑎᒃᓚᓗ ᐅᖃᐅᓴᖅ-
   ᓂᒃ ᓄᑕᓂᒃ ᐃᓕᔪᓐ ᓇᑦᑎᓴᖅᱱ ᐃᓕᖅ ᓂᒃ ᐅᖃᖓᑎᖃ-
   ᑭᒪᓂᖅ ᓴᐅᖃᖅ ᑕᓕᕿᔨᖅ ᑐᖅᓱᒃ ᑎᒃᓚᓗ ᐃᓕᓐᓂᐊᕐᓇᓂ
   ᐅᖃᖓᑎᐅᖅ ᓴᓂᖅᓯᒃ .
2. ᓯᑕᓴᖅᓱᒃ ᓴᓇᓐᖏᔪᐊᖅᓱᒃᑲᑦ ᓴᓇᓐᖏᔪᐊᖅᓯᖅ ᑕᖃᓂᒃ ᐅᓂᒃ ᑲ-
   ᖏᔪᓐᓇᖅᑎᑦᐃᑦ ᑕᑦᓯᒪ ᐊᐅᓐᖏᔪᐊᖅ ᑭᒃᓴᓐ .
   ᐅᑦᓐᓕᓗ ᐊᐃᑦ ᑐᑭᓐᓇᖅᑎᑦᐃᑦ ᐊᐅᓐᖏᔪᐊᑭᒃ ᐅᓂᒃ-
   ᑲᑎᓂᐊᖅ ᑕᖃᓂᒃ ᐃᓕᓐ .

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55. ᑕᓪᓚᕆᓂ

1. ᑕᒃ ᑯᐊ ᑕᓪᓚᐃᓴᒃ ᑯᓴᐅᒃ ᑕᒃ ᑕᑯᕐᓂᓵᓴᐅᓂᓵᓴᐅᓂ-ᑐᓴ ᐃᓕᓵᓂᐅᐊᐃᓴᓴᐅᓴ ᓯᑕᓯᓴ ᓂᓴ ᐊᑎᖏᓴᑐᓴ ᒥ-ᓯᑕ ᑐᑎᐊᑦᓴ (MR. DRESS - UP) ᐊᒃᒪᓗ ᑕᐃᒃ ᑯᐊ ᓯᑕᓯᓴᓯᐅᑎᓴ ᐅᓴᓪᒃ ᑯᓴ ᑕᑯᒃᓴᐅᓴᓴ-ᑐᓴ ᓴᓴᒥ ᓵᑐᑎᓴ (SESAME STREET) ᓯᑕᓯᓴ ᑕᒃ ᑲᓂᖅ ᑕᑯᓵᓂᑐᒃ ᐊᐱᖅᑯᑎᖏᓯᓴ ᖃᓄᑐᐃᓵᓂ ᑕᓪᓚᐃᓴᒥᒃ ᑕᑯᕐᓂᓵᓄᐃᓴ ᐱᖏᑎᖏᓴ ᓄᑎᓴ ᓯᑕᓯᒥᒃ ᑕᓵᓂ ᓯᑕᓯᓴᐅᓂ ᑭᐅᒪᓯᐊᖏᓴᑕᕐᓴᓴᑐᓴ ᖃᓄᑐᐃᓵᓂᓵᓂ ᑕᓪᓚᐃᓴᒥᒃ ᑕᑯᓵᓂᑕᒥᓴ ᑕᓵᓂ ᑭᐅᓴᑐᓴ ᐅᐊᑦᓂᑎᓯᐊᖏᓴᑐᓴ .

2. ᑕᑯᓵᓂᓴᑎᓴ ᓄᓴᓴᓂ ᓯᑕᓯᓂᐅ ᐅᖏᐅᑎᒪᓯᐊᖏᓴᑕᓴᐅ ᑕ-ᒃ ᑯᐊ ᒪᒃ ᓴᓵᓴ ᖃᓄᐃᓵᐅᐅᓴᒪᖏᓴᑕᓵ.

ᓯᑕᓯᓂᐅ ᐅᖏᑎᐅᓴᓴᖏᓴᑕᓴᐅ ᐅᖏᑎᐅᓴᑐᓵᐊᒍᓵᓂᓴᑎᓂᐅ ᑕ-ᓵᓚᐃᓴ ᐃᒃᓯᑕᓵᓂᒪᓴ ᐅᖏᑎᐅᓴᓴᐅᑎᓂᒍᒍ ᐅᓴᓵᓂᓂᐅ ᖃᓄᐃᓵᐅᐅᓴᒪᓵᓂᓵᓂᐅ .

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56. ᐅᖃᓕᒫᑦᑕᕐᓂᖅ ᐱᓕᕆᔨᒪᓂᖅ ᐊᓯᒪᔨᖅ

ᐊᑐᕐᓇᖅᑐᑦ ᑎᑎᕋᐅᖅ:

ᐅᒥᓂᒃ ᓂᕿᒧᒃ ᖃᓄᑕᕐᕕᖏᓐᓂᒃ ᒪᑐᐃᖅᓄᑦ, ᐊᖏᓪᓕ-ᕿᓚᒃ, ᑭᓯᑐᐃᓇᓇᕐᓂᒃ ᒥᑭᔨᑎᒋᔭᒃᑯᒃ ᐃᒪᐃᒃᑐᒃ ᐊᖏᓪᓕᖁᓪᓗᒍ ᑲᓇᑕᒥ, ᓄᓇᒃᑯᓂᖅ, ᓄᓇᓕᒫᓂᖅ, ᐃᓚᖓᑦ ᓄᓇᕗᑦ ᐊᖏᓪᓕᖁᓪᓗᒍ ᑭᑭᓯᐊᓂᖅ ᑭᓇᐅᔭ ᑭᓯᑐᐃᓇᓇᕐᓂᒃ.

1. ᐊᖏᒪᔪᓕᐅᕆᓂᖅ ᓄᓇᒥᒃ ᑕᕐᕋᓂ ᐅᒥᓂᕐᒪ ᓂᕿᒧᒃ ᓂᕿᑐᐃᓇᓇᕐᓂᒃ ᐊᔪᕐᓗᑎᒃ ᓄᓇᕗᒻᒥᐅᑦ ᑭᓯᑐᐃᓇᓇᕐᓂᒃ ᐃᓕᓴᕐᓄᑦ ᐅᖃᓕᒫᓂᒃ ᑭᖏᑦ ᐃᓕᓴᕐᓂᖅ ᐅᖃᓕᒫᓂᒃ ᐊᖏᓪᓕᖁᓪᓗᒍ ᐃᓕᓴᕐᓂᖅ ᐅᖃᓕᒫᓂᒃ ᐱᓕᕆᔨᒪᓂᖅ ᐊᓯᒪᔨᖅ ᐃᓕᓴᕐᓂᖅ ᐅᖃᓕᒫᓂᒃ ᐊᑐᕐᓇᖅᑐᑦ

57. ᐊᓱᓕᑐᐃᓂᒃ ᓴᒪᖏᓪᓗ

1. ᑕᵃᓇ ᐊᐱᒋᑦ ᑐᕆᐅᑎᓂᒃᑯ ᑐᑦ ᑐᵃᓴᒪᐊᐱᒍᓗᓂ ᐊᐱᒋᑦ ᑐ-ᕆᐅᑎᑎᑐᑐᐃᐧᐅᵃᓇᐧᑦ ᑐᑯ ᑭᓯᐊᓂ ᓴᒪᒋᑭᐱᐊᖅᑐᐃᐧᐅᵃ-ᓇᐧᑦ ᑐᑯ ᐱᖏᓇᒪᓪᓚᵇ ᑐᒍᑐᐊᓂ ᑭᓯᐊᓂ ᖃᐅᔨᐊᓇᐧᑦ ᑐᑯ
2. ᐱᒋᐊᑦ ᓄᑎᑦ ᐊᵈᒪᓗᑭᑦᒍᓗᓂ ᐅᑦᓀᓗ ᑐᐱᵃᓴᒪᐊ-ᓴᒍᓗᓂ ᐃᓄᵇ ᐃᓗᐊᓂᑦᑐᑯ ᐊᐱᒪᓕᓯᐊᑭᵃᓇᐧᑦ ᑐᑯ ᑭᓇᑐᐃᐧᐅᵃᓇᐧᑯ ᐱᒋᐊᑦᓯᐅᔪᵃᓇᐧᑦ ᑐᑯ ᑕᵃᓇ ᐃᓗᐊᓂ-ᑐᑯ ᐊᐱᒪᓕᓯᐊᓕᑦᓗᓂ ᓴᒪᖏᓪᓗ ᑐᑦᓚᒃᖏᵃᓇᑲᖅᑦᑐᑯᑎᑯᵇ .

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58. ᐱᓕᒪᐊᒥᒃ ᖃᓄᐃᓕᖅᑕᕐᓂᖅ

ᐊᑐᕐᓇᖅᑕᒃ ᐅᓂᒃ:

ᓴᓗᒪᖅᑎᐊᑐᖅ ᐅᐊᖏᐅᑎᖏᓐᓄᑦ ᐃᒥᓂᖅ ᓂᖅᑎᑎᓂᒃ, ᐃᓕᓴᕐᕕᐅᓂᒃ ᖃᓄᐃᒃ ᐅᖃᖅᓯᓗ ᐊᐅᓚᓇᐃᓇᖅᑐᑦ ᐃᐱᐅᒃ ᑐᒥᒃ >ᑐᓴᕐ ᐊᑕᐅᓂᐊᖅ ᑐᒥᐅ.

1. ᐊᐅᒪᖅᓴᓗᑎᒃ ᐅᐊᖏᐅᑎᖏᓐᓄᑦ ᐃᒥᓂᖅᒥᐅ ᓴᖑᒍᒃ.
2. ᐊᐅᒪᓗ >ᑐᓕᐅᖅᓄᒍ ᓴᖑᒍᒃ ᐊᐅᒪᓴᑦᑕᐃᒃ.
3. ᓴᓕᓴᐅᒃ ᐊᓯᑎᖅᓴᑎᓄᒍ ᖁᓄᐅᒃ ᖃᓕᐅ ᓴᖏᑕᖅᓂᖅᒥᐅ >ᑐᐊᑎᒍᒃ.

ᑕᐅᓇ ᐱᐅᒍᒪᔪᑕᐅᓚᐅᓇᖅᑐᒃ ᓴᓕᓴᓂᓄᒃ ᖃᓕᖅᓂᒍᐅᓂᒃ ᐃᓂᒋᐅᑦᓯᖅᑎᑦᓂᒃ ᐃᓴᒪᐅᑦᓯᖅᒥᑦᓄᐅ.

59. ᐃᒥᒪᓂᓐᓄᐊᓕᕆᔨᖅ

ᐊᑐᕐᓇᕆᑎᑦ ᐅᑯᐊᑦ:

ᓴᕐᓴᐅᑦ ᐃᐱᐅᑦ, ᐅᐸᐃᑦᐃᒃ ᐅᑦᓐᓄ ᐅᐃᓂᖅᓂᑦ ᐃᒃ ᓴᒥᓂᑦ ᐊᓪᓚᓄ ᒪᑐᒥᓂᑦ ᓴᓚᒥᔪᓇᖅᑐᑦ, ᐃᓗᓕᖅᑲᖅᑐᑦ ᖃᓄᐃᒪᓂᑦ ᑎᓄᒪᑦᑎᐊᑦ ᓄᑦ ᐅᐸᐃᐅᑎᖅᓱᑦ ᐃᒥᓂᑦ ᐊᓪᓚᓄ ᑭᓴᐃᔪᓇᖅᑐᑦ.

1. ᓴᕐᓴᐅᑦ ᐊᓯᑎᑦ ᓴᑎᓄᔪ ᖃᐃᐸᐊᓇᑦ ᓂᖏᓂᒃ ᐃᒥᑦᒥᒃ ᑲᐃᓴᖏᑦ ᑕᑭᓇᑦᑐᓂᑦ ᑐᒥᓂᑦ ᓂᒃ ᑐᒥᓂᑦᓂᑦ.
2. ᖃᐅᔨᒪᓇᑦ ᐃᒪᖏᑦᑐᑦ ᑐᒥᓂᒃ ᑐᑭᓯᐊᓇᑦ ᖃᐅᔨᓴᖅᑎᑦ ᐊᒥᓂᒃ ᑐᒥᓂᒃ.

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60. ᓄᓇᕗᓂᓄᑦᓯᓚᐅᖅ

ᐊᑐᕐᓇᖅ ᓄᓇᕗᑦ ᐅᓂᐊ:

ᖃᓄᐃᓕᓐᓂᒃ ᓄᓇᕗᒻᒥᐅᓇᓂᖅ ᓄᓇᕗᑦ, ᐅᕙᓪᓕᐊᓂᒃ ᓄᓇᕗᒻᒥᐅᓇᓂᖅ ᐊᐃᑉᐸᓂᖅ ᐱᓕᕆᔨᖅ ᐅᕙᓪᓕᐊᓂᒃ ᖃᓄᐃᓕᓐᓂᒃ.

1. ᖃᓄᐃᓕᓐᓂᒃ ᐊᒃᑐᕆᔨᖅᑐᑦᑎᓐᓄᒃ ᓄᓇᕗᒻ ᐊᑕᐱᑐᐃᓇᓂᖅ ᐃᓚᖓᔪᒪᓂᕐᒥᒃ ᐊᐃᑉᐸᓂᖅ ᐊᐃᑉᐸᓂᖅ ᐅᕙᓪᓕᐊᓂᒃ ᓄᓇᕗᑦ ᓄᓇᕗᒻᒥᐅᓇᓂᖅ ᐅᕙᓪᓕᐊᓂᒃ ᓄᓇᕗᑦ ᑐᓴᕐᓂᐊᕐᓂᖅ ᐅᕙᓪᓕᐊᓂᒃ ᓄᓇᕗᑦ ᐊᑐᕐᓇ